

# SOCIAL EDUCATION

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## Editor's Page

### CURRICULUM REVISION

THE sermon on the disciples had passed the one-hour mark. The congregation was restless, but the clergyman was obviously not yet ready to call it a day. "And now we come to St. Luke," he said, "What place shall we give to St. Luke?" A man in the back seat rose, fumbled at his collar, and gasped: "He can have mine, parson. I'm going home."

How many students in how many classrooms have shared this same feeling as they sat through hour after hour of courses devoted to detailed information for which they saw no conceivable use? How many students have asked for bread, only to receive a stone?

### THE CULT OF SPECIALISM

THE problem in education is largely one of over-emphasis on specialization. The curriculum of the secondary schools and colleges has been organized by specialists, the courses are taught largely by specialists, and the students are expected to become specialists. In the social sciences, for example, we have geography, economics, statistics, political science, sociology, anthropology, psychology, history, and others—each of which, in turn, is divided into its own specialties. Knowledge has been fragmentized and compartmentalized.

It is easy to understand how we got ourselves into this predicament. For more than three hundred years men have been refining the techniques and developing the instruments of science. Specialists, each in his own chosen area, have sought to discover the nature of the world of mind and matter. Whereas in the 1700's man's occupations could be numbered in the scores, or at most in the hundreds, by 1930 the United States census found it necessary to list more than 25,000 different activities into which man's work-life was divided, and the number has risen sharply in the past few years. It is true that specialists have made phenomenal advances in all fields of human endeavor, particularly in the development of technology. But, in a sense, this has been unfortunate, for our achievements have helped to blind us to the fact that somewhere

in the process the means became the end. Too many of us have been taking the universe apart. Too few have been trying to put it together.

A STORY that appeared some months ago in an article in *Social Education* (Clara V. Braymer, "Whose Fault Is It?" February, 1948, p. 64) gives us an insight into the general nature of our dilemma and, what is more important, points a way toward its solution.

Johnny's father, eager to have his son learn something about the earth on which he lived, placed before him a jig-saw puzzle of the world. While Johnny, prone on the floor, began laboriously to fit the pieces together, his father turned to his book. A few minutes passed, then, "I have it, Dad."

"What, so soon? How did you do it?"

"It was easy," Johnny said. "There was a picture of a man on the back. I put the man together and the world was all right."

The growing awareness that man's needs as a social being are the fundamental concern of education has given rise to the movement we call general education. This is one of the most important educational developments of modern times. It seeks to rebuild the fragmentized curriculum to the end that students may better understand themselves and the world in which they live.

### THE SEARCH FOR A SYNTHESIS

EVERY social studies teacher concerned with the reconstruction of the curriculum should familiarize himself with the volume, *General Education in the Social Studies*.<sup>1</sup> This is one of a series<sup>2</sup> of reports on a five-year study (financed by the General Education Board and sponsored by the American Council on Educa-

<sup>1</sup> Prepared by Albert William Levi for the Committee on The Cooperative Study in General Education (Washington, D.C.: American Council on Education, 1948). Pp. xviii, 336. \$3.50.

<sup>2</sup> Other volumes in the series deal with *General Education in the Humanities*; *Student Personnel Services in General Education*; and *Cooperation in General Education*; *A Final Report of the Executive Committee of the Cooperative Study in General Education*.

tion) which was carried on by twenty-two representative colleges in the United States.

"The primary purpose of the Study," we are told in the Foreword, "was to effect desirable changes in educational practice. The study was not intended merely to survey what was being done or what could be done, although these problems were naturally important. The primary interest of the study was in what ought to be done and how it could be effected."

The organization of *General Education in the Social Studies* makes it especially useful to teachers. Part I contains an analysis of the aims and resources of the social studies, and considers how the resources may be used to achieve the desired ends. Part II includes "An Inventory of Social Understanding," which is an objective test of 150 items designed to reveal what the student thinks and feels, and why. Part III includes a similar test, or inventory, designed to reveal how the war influenced students' attitudes and beliefs. Part IV consists, for the most part (more than 70 pages) of an outline for a two-year course, complete with reading lists.

This report, prepared for college teachers, is limited to a consideration of the social studies program for the junior college level. It is two-dimensional, extending horizontally across the special subject-matter fields and reaching inward to explore the individual as a rational and emotional being. It is a clear, concise, realistic, invigorating discussion of education for democracy, cutting without fear or favor across the boundaries of tradition-hallowed specialties and focusing always upon the needs of the individual as a member of society. But it needs a third dimension to make it complete. General education will never solve its problems until it gives full consideration to what educationists call "vertical integration." The development of the individual from a precious but irresponsible cub of three or four years of age to a mature, responsible citizen in a democratic society is a continuous process. No program of curriculum revision that neglects this fact can hope for full success. We need more systematic study of the whole curriculum, from the nursery school through at least the first two years of college.

**D**ESPITE its failure to meet this larger need, *General Education in the Social Studies* is must reading for social studies teachers at all levels. The carefully formulated "aims of instruction" emerge from an analysis of "the kind of individual which modern American demo-

cratic society demands." Admitting the hazards inherent in such a formulation, the Committee points out that "participation in such a society requires that the citizen have certain kinds of knowledge, certain attitudes, certain skills, and certain propensities toward action." From this point of view one can define the purposes of social studies instruction. These purposes are five in number:

1. To provide a genuine understanding of the society within whose frame we live.
2. To exhibit those conflicts of value which underlie all political and economic decisions.
3. To provide the social knowledge which is a prerequisite to wise decisions of social policy.
4. To enlarge social sensitivity in those areas in which institutional change is desirable.
5. To prepare and encourage the individual toward intelligent social action.

These aims are concerned with the whole individual. Indeed, one of the distinctive features of this report is its emphasis upon the fact that "students are emotional as well as intellectual beings." Confronted with this fact, "instruction in the social studies must make some attempt to estimate and evaluate the effect of previous background and community folklore upon the individual student. In the second place, it must supplement the teaching which takes place through rational argument and the presentation of scientific data by techniques of instruction (such as the use of motion pictures, the use of novels, and the like) which shall address themselves to the emotional blind spots in students which serve as a barrier to their social understanding."

This is good red meat for social studies teachers at any level of the educational ladder, and there is not one among us who will not be the wiser for having read the chapter.

**E**QUALLY distinctive is the report's analysis of the needs of the students. "What," the Committee asked at the outset, "does the student think is important in the social world? This question is significant because the attitudes which one holds are an expression of what one takes for granted. If we know what the student takes for granted, we will have considerable information about his conception of the nature of the social world and how he will probably behave in certain situations. It does not follow, of course, that, for example, a certain attitude toward the Negro inevitably

(Continued on page 116)



# Geographic Aspects of Ohio's Conservation Laboratory

C. L. Dow

THE Ohio Conservation Laboratory was largely the brain-child of Ollie E. Fink, then principal of a Zanesville junior high school. Due to his great interest in the early development of the Muskingum Conservancy District and kindred projects, he was among the first to introduce conservation into a public school curriculum. When the State of Ohio, somewhat belatedly, decided that much Buckeye land needed refurbishing, Ollie was prominent among those out in front with the banners. The fact that landscape rehabilitation had long been quietly preached in the cloistered halls of collegiate geographic learning, in and out of the state, was largely forgotten. It was presented as something recently born from a rare union of New Deal brains and Buckeye political initiative. When, again belatedly, the Ohio State Department of Education realized that a touch of conservation condiment was needed in the learning menu of the oncoming Ohioans, Ollie was logical choice as one of the two selected by the Department to direct conservation education.

Both men were obsessed with such ideas as getting out in the field, learning to do by doing, wholesale integration, and other educational innovations. Hence the dream of a field laboratory, primarily for teachers, where these things could actually be done, became a reality, with Ollie doing most of the ball carrying. The first session was held at the Tar Hollow Forest with about fifty students in attendance. About half were on expense-paid scholarships furnished by sportsmen's clubs, garden clubs, other interested

organizations, and individuals. In fact, almost the entire expense of the laboratory to date has been borne by the state's wildlife division, with hunting and fishing license money.

Since 1939, the laboratory has operated every summer for six weeks with enrollments varying from a low of about thirty in 1947 to a peak of seventy-five in 1948. Chiefly for financial reasons, it has been conducted in three different places: at Tar Hollow, in the south central part of the state; at Camp Zaleski, about forty miles east of Tar Hollow; and, for the last five years, at Camp Muskingum on the Leesville Reservoir, about 150 miles northeast of Columbus.

THE original purpose of the laboratory was to teach conservation to teachers largely as it could be observed within the accessible landscape by using the natural science approach. Consequently, the major academic attack inevitably became channeled through minerals, soil, water, forests, wildlife, and the cultural adjustment or maladjustment thereto. According to some famous teachers I have had, this approach sounds suspiciously like geography. The primary aim was conservation. It was not to be just another nature-study camp-school. In this respect the laboratory soon suffered some justifiable criticism. Often it was too easy to teach too much nature study and not enough conservation. To give conservation teaching methods applicable to teaching situations in or out of the state soon became the outstanding secondary objective.

## ORGANIZATION AND TECHNIQUES

THE techniques used in reaching these, and other objectives, were unusual. The laboratory became a course without a textbook, without formal examinations, and without a classroom. Rather the whole outdoors constituted the text and close teacher-student association covered the examinations. The classrooms were anywhere: in buses and trucks, on gravel banks, on hillsides, on both abandoned and beautifully contoured farms, down in mines, in lake-bottom

This paper was originally presented at the Chicago convention of the National Council for the Social Studies. "The observations and opinions that it contains," Dr. Dow comments, "are based upon three summers as an instructor in the laboratory and close contact with its procedure preceding and following actual participation." The author is professor of geography and geology at Ohio University, Athens, Ohio.

mud, under shade trees (always the most popular), and in drenching rain (not so popular but certainly the most educational).

At the start the question of college credit for such unorthodox procedure was formidable. Finally, after considerable persuasion and manipulation from within, and a little from without, the Ohio State University, with some misgivings, agreed to grant graduate or undergraduate credit on a six to nine quarter-hour basis. After the first year a second, advanced, special problems course was added. Although listed in the individual research category, it functioned chiefly for those who wished to receive credit for a second laboratory session. There were many who elected to attend both sessions.

The course was divided both vertically and horizontally on a loose, three-fold basis. Vertically, the students were placed in elementary, intermediate, and secondary teacher-instructional groups. Teachers and prospective teachers of the first six grades were included in the elementary group. In the same manner the junior high school, or intermediate, and the senior high, or secondary groups were formed. Horizontally, the first learning area was centered around rocks and soils. (In other words, the land content factor basic in all good geography teaching.) The second soon centered chiefly on plant ecology, which many of us think of as plant geography. The third area was wildlife, again with the emphasis upon ecological patterns and phases. Here also, we detect a distinct geographical tone.

A fourth area of sorts, cutting across the three mentioned, became concerned with teaching techniques and methods. Mr. Arthur Harper, well known Ohio naturalist, has fathered this phase continually since the organization of the laboratory. Superimposed on this foundation and interwoven through it, human use (and abuse) of the land became the predominant single educational objective. When did geographers first learn about land use? Early, perhaps, but in this group the geographic melody was almost never recognized.

A typical day's schedule might illustrate the actual program:

6:30 A.M. Reveille  
7:00- 8:00 A.M.—Breakfast  
8:00- 9:30 A.M.—Lecture by visiting big conservation brass or occasionally by one of the staff members.  
9:30-11:30 A.M.—Local field trips, projects, and activities under the regular staff members (4 in number).  
12:30- 1:30 P.M.—Lunch

1:00- 4:00 P.M.—Individual project work, chiefly plot mapping and teaching methods.

4:00- 5:30 P.M.—Swimming

6:00- 7:00 P.M.—Dinner

7:00- 8:00 P.M.—Recreation (usually volleyball)

8:00- 9:30 P.M.—Lectures or movies and slides

9:30-10:30 P.M.—Informal songfest

10:30 P.M. Taps (not too strictly enforced)

THE three-fold zonations were worked out in this manner: The soils and geology instructor would take the elementary group out at 9:30 A.M. for whatever short field trip or activity might be planned. Simultaneously the plant ecologist would lead the intermediate group away, usually to a shady spot, and the wildlife leader would conduct the advanced group to the "haunts of the heron" and the like. Such were the classes and classrooms. The next day the order of classes changed. Thus by using Saturday mornings, each class would meet with the respective field and activity instructors twice each week. In the afternoon the grouping differed. Half of the students would work with the teaching methods instructor from 1:30 until 4:00 P.M.; while the other half worked on their own individual projects and plots, with aid and supervision from the forenoon instructional staff.

Such was the typical day; but, fortunately or unfortunately, and I was never sure which, the typical day seldom occurred. Never have I worked under a schedule more elastic, variable, or so subject to frequent total disregard. Of course student participation in swimming and recreation were optional. But other deviations from a norm which hardly existed were more significant. Two or three times during each session, all-day field trips for the entire group, usually under the direction of outstanding state or national conservation authorities, would be taken. Sometimes when a terrific downpour appeared, the whole group donned slickers, bathing suits, and boots to get out in it to see what really happens when it rains. Often a visiting group or demonstration would take the entire day. Several all-afternoon field trips for everybody would be staged. In short, the schedule might be disrupted, wholly or in part, at any time.

Naturally such apparent departures from normal were confusing and sometimes aggravating to regular staff members. But when we were honest enough to admit it, we were forced to acknowledge that the group usually learned more by such irregularities than by following our

own little individual schedule rituals. Perhaps here is a point of value, not only to geography, but to education as a whole. (Could it be that we are over-scheduled?)

Freedom from formal examinations existed during the first few years. Students were graded by letter, privately, by the various teaching staff members. When compiled, these grades were remarkably uniform. Seldom was the deviation more than one letter. Naturally, however, there was some adverse comment from the gracious granters of credit about this departure from the good, old examination routine. So, later, under some pressure, an examination system was introduced, but no apparent change resulted in either work-quality or grade distribution. (Could it be that many of our examinations are wasted effort?)

#### ACTIVITIES AND PROJECTS

**T**HE full- and half-day field trips, included nearly everything in the countryside. Wherever a condition or activity related to conservation occurred, the naïve urged to go and see it was gratified. That this is long established geographic procedure is obvious. (We even visited old moonshine whiskey stills—important adjustments to the environment in the hills of Southeastern Ohio.)

The morning and evening lectures were usually given by famous visiting personalities from various federal, state, educational, business, and professional organizations. The governor, lieutenant governor, and several state cabinet officers were occasional visitors. Sometimes the visitors outnumbered the students and were regarded as a bit superfluous by a few of us. But as a mere instructor in the laboratory, I was tremendously impressed by the gratuitous response made by these busy and important persons to requests for visits, lectures, discussions, and general participation. That expert authority is available for the asking was certainly a lesson well driven home.

**T**WO all-camp projects, always especially interesting to visitors, were the museum and the nature trail. Both were, of course, local in character and involved all sorts of teaching display and labeling techniques. The museum soon sprouted small "wayside museums" located at strategic points along the trails. These museum activities especially were almost identical with the collecting methods that have been used by good geography teachers for years.

A count once showed more than one hundred simultaneous individual and group projects, ranging from farm mapping to garbage disposal. Almost unconsciously we used the project, problem, activity methods, and even the Harvard Case method, all rolled into one. Educationally, it was as composite as the natural and cultural landscape which we studied. The geographic implications in all of this work certainly need no explanation here.

**A** DESCRIPTION of the plot studies made at Tar Hollow is representative of those at the other two locations. The Tar Hollow Camp is in a deep valley with its sides covered with heavily-wooded second-growth timber and underbrush. The flanking hillsides rise about 300 feet with an average slope of about 25 percent. Study plots, laid out by the sweating instructors before the beginning of the laboratory sessions, were 600 feet by 150 feet, containing about two acres each. Located side by side and starting from the base 150 feet wide at the valley bottom, they extended for 600 feet up the hillsides. Each pair of students was required to map an assigned plot in great detail. On these maps contour lines were shown at 5-foot intervals. Various plant associations, including individual trees more than 6 inches in diameter, were named and mapped. The soils, rock outcrops, and wildlife habitats of importance, including even mice runs, were located, labeled, and mapped.

**T**HE contour mapping was especially interesting. In most cases none of the students had had experience in such work. The mapping was done with home-made slope boards. In this, as in all of the laboratory work, it was stressed that almost any work can be done somehow with available materials. The educational value here is apparent when we remember the inadequacy of public school equipment, especially in marginal and sub-marginal regions. As a rule the mapping work was of high order. Two primary-grade teachers from Cincinnati mapped their 600-foot strip with slope boards within an elevation accuracy of 6 feet as checked later with a transit. Most of the others were within elevation accuracies of 10 to 15 feet, which compares favorably with some of our United States Geological Survey topographic maps. Contoured strips complying with Soil Conservation Service standards were marked out across these plots.

Finally, within each plot, smaller divisions



and sub-divisions were laid out, studied, and mapped with even greater accuracy. The limit of such minutiae was reached in the small quadrat, 3 feet to 5 feet square, on which every visible living thing, including plants, insects, and animals was shown. Here was geographic mapping and minute land-use study which should satisfy the most exacting advocate of such procedure.

Integration of the highest order was unavoidable. On morning field trips, instructors were always up against a whole landscape proposition. Although we were designated as specialists, we spent most of our time either "specializing" outside of our fields or in outright "generalization." Usually we had to teach what was found where and when we found it. Naturally there was apparent confusion and obviously we stepped on each others' toes. Of course personality clashes occurred, some of them bitter; but somehow the magnitude of the great outdoor textbook, with its thousands of teaching opportunities granting room for all, seemed to dwarf our little overlappings and pet peeves into their true proportions. Our students, too, seemed to catch the irresistible spirit of wholeness in spite of the apparent confusion.

The intangible educational values, particularly to the women students, were unique and high. Most of them had had little or no field experience. They learned to conquer the poison ivy, briar, insect, and steep-slope challenges and like it. In map work, especially, they learned to do what, to them, had seemed the impossible. Not a single one failed to complete the assignment. They even faced and conquered a very real, poisonous snake hazard at Tar Hollow. With the added experience of living, working, and playing together, they received training far deeper and more lasting than that accruing from conventional subject-matter study. All of us felt that never before had we worked harder, learned more, or had more fun.

#### IMPLICATIONS FOR GEOGRAPHY TEACHING

**I**N MY own opinion, unbiased, I hope, fully 75 percent of the work of the laboratory was, and is, out and out geography. But with the exception of a few interjections on the part of the writer, almost never were the geography aspects noted as such. We used geographical thinking, techniques, and terms constantly, without recognizing them. One somewhat notable exception to this oversight occurred when a great

geography "bard," "Langdon White, then of Western Reserve, gave a short series of lectures in almost grand opera style. The subject matter, however, was what most of us try to teach at the outset in our basic geography courses. Climatic influences, land form and content effects, and restricted environments were featured. The group, as a whole, literally ate them up, and enthusiastic remarks, such as "I didn't realize that this could be geography," were common all over the place.

We as geographers, can well learn at least two important lessons from the Ohio Conservation Laboratory. The first is to insure that geographical aspects be properly labeled in new and similar institutions now developing. If, as someone has said, conservation is "Spiritual Geography," we should endeavor that not only the "spirit" but also the "substance" be present under the proper name.

The second is to use many of the same techniques in geography's own right in our respective collegiate institutions. With little variation, much of the same procedure as that used in the famous Ohio Conservation Laboratory can be used in local field geography training camps almost anywhere. To teach and understand the landscape and develop the proper concepts of wise land use, we must work in the field with small, carefully supervised groups. Here alone can the composite landscaped picture truly be provided, understood, and appreciated. Only so can real laboratory work of this nature be done. If many of the geography departments in our institutions of higher learning were to conduct geographical camp-laboratories of this nature, our contribution as geographers would be greatly increased. Perhaps we need to be reminded, even in the colleges, that geography can best begin at home.

At Ohio University we are planning just such work in cooperation with the Ohio Division of Forestry on a nearby 5,000-acre tract which is slowly being acquired by the state. Since we dislike counting our chickens before they are hatched, we make no prophecies as to what will be done in the immediate future other than to state that we will continue with our planning work and endeavor to institute this greatly needed type of training, certainly with more emphasis on local geography, as well as conservation, than has been possible heretofore.



# Intelligent Voting Can Be Taught

Samuel Polatnick

SOCIAL studies teachers are concerned with the development of effective citizenship. They are perturbed by the small percentage of eligibles who exercise the franchise, and they are disturbed by the influence of emotions, irrelevancies, and personality factors upon the voter. Realizing the urgent need of continued emphasis upon civic education, the social studies teachers of Benjamin Franklin High School, under the direction of Mr. Irving J. Levine, made a concerted effort to exploit the teaching opportunity afforded by the 1948 elections.

Every social studies class made the election and its issues a topic for major consideration. Appropriate visual material, such as the *New York Times* filmstrip on the elections, was used. In a school-wide assembly program students made speeches in behalf of the candidates, and time was allowed for discussions from the floor.

## STUDENT POLL ON ELECTION ISSUES

TO TEST the effectiveness of this total effort the writer offered, in cooperation with an integrated American history-English class, to develop a questionnaire.<sup>1</sup> The questionnaire was designed to determine not only how the students would vote, but, more important for our purposes, why they would vote in such fashion. Thus, the leading issues, defined by the candidates and popularized by the press and radio, were presented in such a manner that students could select and rate those that they felt most influenced their own votes. To ascertain how well

Few political forecasters would have given even a passing glance at a straw vote cast by public school students on the eve of the presidential election in 1948. Yet the boys of a Harlem high school, located in an underprivileged area, not only picked the winner but, as an analysis of their votes reveals, they were closer to the facts than Messrs. Gallup, Roper, *et al.* All of which should give pause to those critics who charge that the public schools are producing a nation of civic illiterates.

The author of this article is a social studies teacher in Benjamin Franklin High School in the city of New York.

students identified candidates with issues, several false items were deliberately added to the questionnaire. As a final check on the reasoning which led students to select a candidate, the questionnaire provided for an evaluation of the reasons given for voting. Space was allowed to write in any factors which were not stated but which the individual student felt had influenced his decision.

BENJAMIN FRANKLIN HIGH SCHOOL is located in the East Harlem area. The student body is composed largely of Italian, Negro, and Puerto-Rican boys, with a sufficient smattering of other groups to warrant John Gunther's comment that "it may be doubted if any school in the country has such a bizarrely comingled student body."<sup>2</sup> Citizens of the area have many serious socio-economic problems. The press has often cast aspersions on the civic competence of the community's residents. It was felt, therefore, that a test of the students' voting attitudes might provide valid insight into the civic awareness of members of the school community.

The poll was conducted on Monday, November 1. This day was selected because of the nearness to the "real thing," and because Monday is current events film day at Benjamin Franklin High School. Each period of the day all social studies classes scheduled for that period convene in the school auditorium to see and discuss a pertinent current events film. On this particular Monday the straw vote was substituted for the regularly scheduled current affairs activity. Each student was given a questionnaire, and care was taken to stress the importance of careful balloting, and the safeguards of the secret ballot. Names were not to be signed, and under no condition was anyone to speak to or observe someone else's ballot. Ballots incorrectly filled out were not to be counted; hence negligence would deprive a school citizen of his precious vote.

Although attendance was low because of a re-

<sup>1</sup> See page 110.

<sup>2</sup> John Gunther, *Inside USA* (New York: Harper & Bros., 1947), P. 573.

ligious holiday, 415 questionnaires were distributed. Significant is the fact that only five were voided; or, to put it more positively, practically 99 percent of the student voters approached their task conscientiously and intelligently.

#### ANALYSIS OF THE POLL<sup>3</sup>

IT IS interesting to note, first of all, how the boys of different ages and from the different social studies courses voted. (Table I)

It is apparent that no appreciable variation of sentiment occurred among the different age groups. (Table II) There is discernible a greater awareness of third parties among the older boys. When these results are examined in connection with reasons advanced for selection of candidates, a heartening conclusion may be drawn. It is possible in the secondary school to develop a general understanding of current problems at any grade or age level.

Evidence in support of this conclusion may be

<sup>3</sup>Since Thurmond received only four votes out of a total of 410 cast, his name has been omitted from Tables I and II. Please note also that because of this omission and the failure of an occasional student to fill in all the items on the ballot, totals do not always balance. In every table, however, the discrepancy is surprisingly small.

derived from an analysis of the reasons given for the selection of candidates, the part of the poll undoubtedly of greatest interest and significance. For an evaluation of this section of the questionnaire, it is necessary to examine the items as they appear on the poll itself, which appears on page 110. It will be noted that students were asked to indicate the comparative weight of the reasons given for selection. Provision was also made for write-in reasons.

It is significant that 76 percent of the reasons given for picking Mr. Truman were logical and valid. The fact that 15 percent of the students gave reasons "I" and "J" for choice may have been due to a misinterpretation. Thus "States Rights" may have been read as "Civil Rights," and "democratic socialism" taken to be democracy. This may also indicate a teaching inadequacy in covering the concepts of "states-rights" and Norman Thomas' "democratic-socialism." The time given to the teaching of the election issues had been limited. That the voting was intelligent is further substantiated by the write-ins. Such comments as the following give evidence of some thought:

"President Roosevelt chose him so he must be good. . . . President Truman wishes to correct

TABLE I

#### THE VOTE ACCORDING TO COURSES

(The first column under each name represents percentages; the second the actual number of student votes.)

Course	Truman		Dewey		Wallace		Thomas		Total	
Civics	75	75	18	18	6	6	-	-	99	99
World History 1	72	43	17	10	10	7	-	-	99	60
World History 2	56	44	25	20	16	13	2	2	99	79
American History 1	67	40	12	7	17	10	3	2	99	59
American History 2	65	26	17	7	15	6	2	1	99	40
Economics	64	45	17	12	10	7	4	3	95	67
									404	
TOTAL	66	274	18	75	12	49	2	8	98	407

TABLE II

#### THE VOTE ACCORDING TO AGE

(The first column under each name represents percentages; the second the actual number of student votes.)

Age	Truman		Dewey		Wallace		Thomas		Total	
13	66	2	33	1	-	-	-	-	99	3
14	77	41	22	12	-	-	-	-	99	53
15	77	34	18	8	4	2	-	-	99	44
16	64	74	20	24	13	15	1	2	99	116
17	60	67	14	16	20	23	2	2	99	111
18	67	33	14	7	12	6	6	3	99	49
19	36	4	45	5	9	1	9	1	99	11
20	100	1	-	-	-	-	-	-	99	1
21	100	2	-	-	-	-	-	-	99	2

TABLE III  
ANALYSIS OF THE VOTE FOR TRUMAN

(The reasons given for the 586 votes cast for Truman ranked as follows in terms of 1st, 2nd, and 3rd choices:)

Reason	First	Second	Third	Total	Percentage of total
C	120	80	14	214	36
H	104	107	2	213	36
I	6	12	41	59	10
J	2	7	21	30	5
D	1	11	11	23	4
L	—	5	8	13	
M	2	3	6	11	
B	4	4	2	10	
K	3	—	2	5	
G	—	2	2	4	
E	1	2	—	3	
F	—	—	1	1	
				586	

the mistakes and abuses of a Republican Congress. . . . President Truman is for the Civil Rights Program. . . . I would have voted for Norman Thomas, but he hasn't a chance to win, and I would much rather have Truman who is fighting for the laboring people than to have Dewey enslave the laboring class of the people. . . . I do not believe Wallace would get the co-operation of Congress. . . . The Republican Party has had a bad record; the Progressives and Socialists are in sympathy with other governments. . . . The Truman platform is probably the best one of the three. . . . Wallace is too radical, Dewey is too conservative."

TABLE IV  
ANALYSIS OF THE VOTE FOR DEWEY

(The reasons given for the 192 votes cast for Dewey ranked as follows in terms of 1st, 2nd, and 3rd choices:)

Reason	First	Second	Third	Total	Percentage of total
F	18	31	12	61	31
A	35	10	11	56	29
L	8	8	8	24	12
G	—	5	10	15	8
M	5	6	3	14	7
D	1	4	5	10	5
I	2	2	3	7	
C	1	1	—	2	
H	1	—	—	1	
E	—	—	1	1	
J	—	—	1	1	
				192	

The vote for Dewey also shows good relationship between the candidate selected and the

reasons given; 80 percent of the reasons were valid. Write-in reasons included the following:

"Dewey has shown himself as a man who really can handle the job of President because of the way he cleaned the mobs out of New York. . . . I think Dewey can handle the job as President, and he will prevent further wars."

TABLE V  
ANALYSIS OF THE VOTE FOR WALLACE

(The reasons given for the 111 votes cast for Wallace ranked as follows in terms of 1st, 2nd, and 3rd choices:)

Reason	First	Second	Third	Total	Percentage of total
M	19	12	7	38	34
E	10	14	7	31	28
K	5	6	3	14	12
L	1	4	5	10	9
J	2	2	2	6	5
B	3	1	1	5	
I	—	2	2	4	
G	1	—	1	2	
A	—	1	—	1	
				111	

The vote for Wallace shows continued student consistency between candidate selected and reasons given. In this instance, 88 percent of the reasons given were valid. Among the write-in comments were:

"Wallace wants to repeal the Taft-Hartley law. . . . The Democratic and Republican Parties killed OPA; they haven't provided adequate low cost housing. . . . Wallace wants liberty for Puerto-Rico."

TABLE VI  
ANALYSIS OF THE VOTE FOR THOMAS

(The reasons given for the 18 votes cast for Thomas ranked as follows in terms of 1st, 2nd, and 3rd choices:)

Reason	First	Second	Third	Total	Percentage of total
J	5	1	1	7	40
L	—	1	3	4	22
K	—	3	—	3	17
M	1	1	—	2	11
D	1	—	—	1	5
G	—	1	—	1	5
				18	

Since the vote for Thomas was small, percentages must be evaluated in terms of the number of votes involved. Nevertheless 89 percent of the reasons advanced for the selection of Thomas were valid.

Among the comments for Thomas were:

"Thomas is for the working people, and is a champion for all classes and creeds. . . . If the government owned big business, there would be a much better economic status, and not quite as many strikes. . . . Public ownership of the necessities of life best represent mankind."

TABLE VII

## ANALYSIS OF THE VOTE FOR THURMOND

(The reasons given for the 9 votes cast for Thurmond ranked as follows in terms of 1st, 2nd, and 3rd choices:)

Reason	First	Second	Third	Total	Percentage of total
G	3	—	—	3	33
I	—	2	1	3	33
L	—	—	2	2	22
B	—	1	—	1	11
				9	

Though 88 percent of the reasons given for picking Thurmond were valid, the numerical vote involved was too small for any great significance to be attached to them. There were no write-in comments.

## SIGNIFICANCE OF THE POLL

**W**HAT, then, is the basic significance of this poll and the related teaching effort? Several conclusions emerge.

1. Basically, it proves that vital issues can be

taught at all grades of the secondary school.

2. It shows that future citizens can be taught to reach reasoned conclusions. The significance of the poll does not lie in the fact that the student body agreed with the national electorate. It lies rather in the fact that most boys saw a valid relationship between certain issues and the candidate chosen.

3. A related point to note here is that social studies teachers can teach a controversial issue by allowing for the presentation of many sides of a picture, while maintaining emphasis on the important democratic principle of relating action to critical thought.

4. Social studies teachers can teach an intricate voting procedure.

5. It is definitely unfair to cast aspersions on the civic potential of people in an underprivileged area. In fact, being daily confronted by the real issues of the nation makes these people more alert to problems. Thus, the socio-economic problems of the East Harlem area undoubtedly played a part in making the student body more responsive to the national election.

6. Above all, it should convince those who look askance at expenditures of public funds for the secondary school that we are trying and succeeding in preparing students of all groups and backgrounds for the assumption of their responsibilities as adult citizens.

BENJAMIN FRANKLIN HIGH SCHOOL  
ELECTION POLL

Dear Franklin Voter:

This poll is designed to find out whom you would vote for, if you could, for our next president. We are also interested in why you vote as you do.

Circle grade of social studies you are studying: 1 3 4 5 6 7  
How old are you?—

## I.

Place an "X" next to the *one* candidate you would vote for as the next president of the United States. If you place an "X" next to more than one candidate, your ballot will not count.

THOMAS DEWEY	REPUBLICAN PARTY—
NORMAN THOMAS	SOCIALIST PARTY—
J. STROM THURMOND	DIXIECRAT PARTY—
HARRY S. TRUMAN	DEMOCRATIC PARTY—
HENRY WALLACE	PROGRESSIVE PARTY—

Show which reasons led you to vote as you did by placing the number "1" next to the main reason; "2" next to the second most important reason; and "3" next to your third most important reason. If none of the following reasons led you to your conclusion, please write in the reasons you think are most important in explaining your vote.

- (A)—Dewey will unite all classes and Americans into one strong country.
- (B)—Wallace, Thomas, and Thurmond are Communists.
- (C)—President Truman is fighting for the workingman against Wall Street.
- (D)—Dewey hasn't faced the issues of this campaign as clearly and courageously as have some of the other candidates.
- (E)—Wallace will bring peace with Russia.
- (F)—Dewey is a former prosecuting attorney; as an efficient administrator he will clean up the mess in Washington.
- (G)—It's time for a change.
- (H)—President Truman has the experience needed to face the problems of today's world.
- (I)—States' Rights must be protected.
- (J)—There can be no real peace or prosperity unless we have democratic socialism.
- (K)—There is no difference between the two old parties; only a third party can truly represent the wishes of the people.
- (L)—The present administration has shown it can't handle the problems it faces.
- (M)—A vote for Wallace is a vote for racial and religious equality.
- .....
- .....



# How Shall I Select a Film?

## A Symposium

### COMMON SENSE IS NOT ENOUGH

John W. Kidd

(Mr. Kidd is an instructor in the department of social sciences,  
Basic College, at Michigan State College, East Lansing.)

**S**HALL I use a 16-mm color-sound film, one or two filmstrips, a slide-illustrated lecture, some charts, or some other audio-visual aids in connection with this unit? And suppose I decide in favor of a film? How in the world shall I go about selecting the best one, or even a good one?

Such questions are being asked of teachers and by teachers with increasing frequency and bewilderment. Let us take, by way of illustration, a teacher who wishes to dramatize the enlightened case against inter-group prejudice. This teacher has certain equipment available. He knows how to operate this equipment. He has read, seen, or heard about several visual aids. He realizes that he has a most inadequate knowledge of the possibilities, and that there may be aids that will far better serve his purposes, but he needs something and he makes a choice by the time-worn and fallacious approach known as "common sense."

Common sense is not enough. It is apt to lead one to conclude that "Joe Smith is a fine, up-standing young man. How do I know? Just watch him walk down the street. Every dog in the neighborhood likes Joe, and they can tell." All of this happens *without an investigation*, which might quickly reveal that Joe is a mean, cantankerous reprobate, but that he happens to be working in a butcher shop and to the dogs he smells like fresh hamburger. Neither persons nor films should be judged in such a subjective fashion.

Why be overly enthusiastic or doubtfully negative about anything without reference to the facts? Yet teachers interested in visual materials are constantly called upon to be one or the other, with little or no objective evidence to support their conclusions. Careful evaluation of visual aids, *followed by an adequate dissemination of the results*, will eliminate much, if not all, of this increasingly annoying problem.

It is not the purpose of this article to present a complete procedure for such evaluation, but merely to raise the question of its desirability and practicality and to suggest a possible approach to the solution.

### EVALUATION BY CLASSROOM TEACHERS

**N**O ONE teacher, indeed, no group of teachers, can attain complete accuracy in predicting student reaction to an untried situation. Group practice in prediction can, however, improve the reliability of prediction. And experience indicates that accuracy of prediction may be greatly refined through careful analysis of the effects of audio-visual aids in specific situations.

As J. M. Klock pointed out in a recent issue of *Social Education*,<sup>1</sup> few accurate reviews of audio-visual aids are available to teachers. It is true, of course, that such reviews would have only limited value unless they were the result of carefully developed objective procedures. But even inadequate reviews would be immeasurably better than the present process of trial and error.

While we are waiting for a thorough, systematic scheme of evaluation, can we not make a concerted effort through *Social Education*—or better, all journals interested in audio-visual aids—to set up a continuing study of procedure and an adequate means of reporting results? The committee responsible for this project should be more than a board of review, though that might well be one of its functions. Manned by outstanding and far-sighted leaders in the field, the committee could enlist the aid and cooperation of a great army of trained personnel in a constant program of experimentation; develop more or less standardized devices for evaluating results of the experiments; perfect the mechanics of

<sup>1</sup>"Common Sense in the Use of Films" (February, 1948) Pp. 77-79.

reporting; and, as far as possible, secure adequate and continuing dissemination of the findings. Ratings and critical summaries of each audio-visual aid (film, filmstrip, chart, map, recording, etc.) would be subject to constant revision in an adequate experiment-reporting system. The committee would, therefore, enlighten teachers while at the same time it informed producers of audio-visual aids about the merits of their products.

#### WAYS AND MEANS

**D**EPENDING upon the planning and acceptance of such an agency by the teaching profession, it might be possible to levy certain nominal fees upon producers for an honest appraisal of the product by this unbiased group of specialists; indeed, if the reports of this agency came to control the market for the products in question, the producers might well subsidize limited experimentation toward achieving a relatively valid evaluation of an item. Such examination and experimentation would result in rejection or revision, and the achievement of positive value before the general release of the item. Certain pitfalls, to be sure, must be avoided.

There is, potentially at least, the danger of a self-perpetuating aristocracy of censors and an aura of the "Good Housekeeping Stamp of Approval" which could result, but which just as surely could be prevented.

Admittedly this recommendation is largely in the hypothesis stage and requires considerable investigation before specific conclusions can be reached. But teachers need help in this area, expert help, scientific help, and soon.

Has the reader ever tried to work out a series of audio-visual aids to supplement a course of study? Has he ever conscientiously undertaken the Herculean task of discovering all and selecting the best in such a project? If so, he realizes the utter impossibility of avoiding an arbitrary, unscientific, "common sense" solution under present conditions.

Teachers in America are drowning in a great flood of audio-visual aids, some of which are probably of immense value, others are no doubt utterly worthless if not actually harmful.

Something should be done! There is no guarantee of success, but at least an attempt should be made to pool resources and make a sustained effort toward solving this growing problem.

#### COMMON SENSE IS ENOUGH

George L. White, Jr.

*(Dr. White is Director of Educational Services, Silver Burdett Company, New York.)*

**T**HERE'S no question of the fact that the problem of evaluating audio-visual material is a difficult one. But for some reason or other when anyone sits down to the task of looking at evaluation from a general point of view, he inevitably comes up with a solution that involves a complicated organization that won't work. Mr. Kidd is no exception. He states that what we most need in the audio-visual field is a committee, or board of review, manned by "outstanding and far-seeing leaders in the field" who "enlist the aid and cooperation of a great army of trained personnel in a constant program of experimentation" to develop "standardized devices for evaluating results of the experiments." As soon as he has proposed such an organization, however, he becomes afraid, and rightly so, that the board of review could very well become the sponsor of a dangerous kind of censorship.

Why is it that the audio-visual field is so different from other fields that we have difficulty

penetrating to the root of the matter? The great flood of written materials available for teachers and educators makes the flood of audio-visual materials, about which Mr. Kidd writes, look like a raindrop, and yet supervisors and teachers and educators seem to be evaluating textbooks according to their needs without the support of a great organization of trained personnel. What's peculiar about the audio-visual field that the same kind of common sense cannot be applied?

Let's consider a concrete example. A teacher in a small school system thinks she wants to use a film in her fifth-grade social studies work. Does she need a critical review or an evaluation sheet prepared by a board of experts to select this film? Mr. Kidd says yes. I say no. The first thing she needs to know is why she wants to use the film at all, and no board of review can tell her that. She needs to know what she expects the film to do. To put it academically, she should first know what her problem is. Suppose the unit of work is transportation. Is she having difficulty

getting across to her children the interrelationship of transportation and trade? Does she want the film to motivate this unit of work, to create interest, to review a number of ideas that she has already developed, or what?

What else does this teacher need to know? She needs to evaluate her own philosophy of how children learn. Naturally she can get some general help from the experts on child psychology, the learning process, and individual differences in children, but she still has to know her own children well before she can integrate the visual instrument, before she can place any film in her plan for teaching this unit of transportation.

The first step, therefore, in evaluation is really self-evaluation. This is nothing but common sense. The teacher is always applying her individual yardsticks to the evaluation of the materials she uses in her classes, to the teaching processes she uses, and to the results she is securing with her pupils. To this task, a board of review can contribute little.

The second step in evaluation, after the teacher has determined her reasons for using a film, is the practical one of where to get such a film, how to get it, how long to keep it. Of course it would be fine if there were available one complete source book for all the films and filmstrips produced. There is not; but this does not mean that good guides are not available. If the teacher's interest in the use of films breaks down because she has to look through a few film catalogues and do a little study in selecting the kind of film she wishes to preview, it is questionable whether any evaluation committee's report, however circulated, would help.

The next step is obviously to get the films and look at them. This merely means writing a letter to the film producer, to the university library, or to a school system that has its own library.

After she has secured the films, the job of deciding which one she wants begins. How does she do this? She does it by applying to the film she is previewing the same kind of critical yardstick which she has used in deciding that she wanted to use the film in the first place. This means applying her philosophy of education to the film, her knowledge of children, her objectives for the unit of work; in short, it means bringing to the evaluation of the visual instrument her total experience.

I am afraid that when we handle the subject of evaluation, most of the time we speak out of both sides of our mouths. One side says that our teachers are saving American youth; that we

have the best education in the world. The other side says that teachers are poorly trained, incapable, underpaid, and can't be trusted to make decisions about the kinds of materials they should use in their classrooms. If the teacher can't evaluate what she needs by way of visual materials and how she should get them and use them, no board of review, however learned, can do it for her. She can be inspired, prodded, awakened. She can't be changed overnight by an evaluation sheet into a dynamic user of visual materials. The problem here, Mr. Kidd, is hers, not yours.

Of course, we can help some. All of us wish that the best people in education would write interpretative articles and theses on the contribution that new audio-visual materials can make to learning and teaching. If Mr. Kidd will confine his board of review to the dissemination of this kind of critical material, I would be in favor of it. The kind of material needed is that born of concern for education, of interest in an integrated program, of desire to bring to the classroom a vast variety of materials; it is not born of the mechanical union between a board of review and a group of trained evaluators.

If the National Council for the Social Studies can, through the pages of *Social Education*, provoke and stimulate its organization of social studies teachers to the writing of just two kinds of articles, we will have made a step in this field. These articles should be at two levels: (1) a putting together of the research and scholarship in this field for the purposes of reporting to the teacher the possible relationship between the new ideas in education to the materials available and to her classroom work; and (2) a factual kind of reporting from teachers all over the country of what they are doing in their classrooms with all kinds of materials.

Before we establish airtight standards in a field as provocative and creative as the audio-visual field could be, let's make mistakes, let's flounder. Let's let teachers alone for awhile and ask them to report their mistakes, their achievements, the results of their work. Let's confine our professional help to stimulating them to learning more about the child and more about the materials of instruction available for the child rather than to the mechanics of "standardized devices for evaluating results of experiments." When such a body of data exists it will be possible to formulate sound conclusions, not before, Mr. Kidd. It is the function of *Social Education* to collect and publish the data.



## EVALUATING FILM EVALUATIONS

William H. Hartley

*(Dr. Hartley is Director of Student Teaching at State Teachers College, Towson, Maryland.)*

IN THE foregoing article, Mr. Kidd poses several practical and important questions. The first is, "Shall I use a 16-mm color-sound film, one or two filmstrips, a slide-illustrated lecture, some charts, or some other audio-visual aid in connection with this unit?" No one can answer this question for Mr. Kidd. The answer is determined by factors in his local situation on which Mr. Kidd is the expert. There are, however, several suggestions which may be directed his way to assist him in making this decision. Are there phases of this unit which will be clearer if presented through a motion picture? Obviously, if motion is essential to the concept to be taught, then the perceptual base should be built up through the presentation of realistic motion. A motion picture is the best solution if the thing itself can not be seen because of the limitations of time, or space, or other obstacles to the presentation of actuality.

There are times when Mr. Kidd will want to select a motion picture even when reality is at hand and readily observable. Take the question of inter-cultural relations. A motion picture can present a controlled, dramatic episode which can be relied upon to drive home a particular lesson. If properly made, the film is well organized and presents a "slice of life" with emphasis on the special aspects of the problems which need to be stressed. The distracting elements in the environment may be removed and the problem stripped down to its essentials. Then, too, the motion picture possesses a dramatic punch. It challenges the pupils, brings variety to the lesson, and furnishes another type of motivation. So we decide that for this particular problem we need a film. This brings us to Mr. Kidd's second question.

"And suppose I decide in favor of a film? How in the world shall I go about selecting the best one or even a good one?" Mr. Kidd's language is mild compared to some statements I have heard used by teachers faced by this same problem. Much of the discouragement clears up when they discover that there is a general guide in which they can at least find the titles, sources, lengths and costs of available educational motion pictures. After learning to use the *Educational Film Guide* (\$4.00 per year from the H. W. Wilson Co., 950 University Ave., New York),

many teachers have been able to locate exactly the film they needed most. This has become especially true within the last few years since the *Educational Film Guide* has included comments by collaborators who have actually used these films under classroom conditions. Asterisks are also used to indicate films judged "excellent" or "outstanding" by evaluating groups.

There are other teachers who have used the *Educational Film Guide* to select a film and have been disappointed when they used the film with their class. Usually they traced their disappointment to the fact that their purposes or aims differed from the collaborator in the *Guide* who had found the film to be outstanding. Some of these teachers have found it advantageous to check the *Guide's* descriptions against the reviews to be found in *Educational Screen, See and Hear, Audio-Visual Guide*, and other educational publications. Recently *Social Education* in its department, "Sight and Sound in the Social Studies," has adopted the policy of presenting one full-length motion picture review each month under the title of "Film of the Month."

As Mr. Kidd very ably points out, there are all too few accurate reviews of motion pictures available to teachers. As a corrective, many local communities now have film evaluation boards which preview films, try them out in classes which are busily working on the local course of study, and then make their findings available through bulletins and resource units. It seems to me that this procedure possesses considerably more merit than the national film evaluation board proposed by Mr. Kidd.

In the final analysis, the proof of the value of any film is to try it out in the actual teaching situation. Guides, reviews, and evaluation boards help to eliminate the "cripples," the blatant propaganda films, and motion pictures unsuited to the purpose at hand. They help the teacher to find the film which he *thinks* he wants. Then comes the acid test. The film is shown, after proper preparation, to the students. How did they react? Let's see:

Were they *challenged* by the film? Did they want to talk about it, read more about what it had presented to them, ask questions? Or did they sit apathetically, confusedly, or in a daze when the lights went on?

Was the film well *organized* so that the aim was readily discernible, and did the important facts or issues stand



out as important? Or was it just an interesting little picture?

Did the students get an *honest and accurate* picture of the true situation? Or did all the little children of Holland wear wooden shoes?

How about the *technical qualities* of the film? Was it artistic, well lighted, with good sound, enough closeups, and with scenes held long enough for understanding? Or did it go like a house on fire with the narrative sounding like crackling flames?

As the film moved along, did the students follow? Was it suited to the *grade level* to which it was shown? Or did it leave the students feeling that they had been "talked-down-to," "talked-up-to," or was it just over their heads?

Now that the students have helped answer these questions by their response to the film

lesson, the teacher is ready to start his own evaluation record. He jots the necessary data concerning the film on a 3 by 5 card, notes the students' reactions and has one more answer to the question, "What film, if any, shall I use in this unit?" The job has come to its final resting place, right in the lap of the classroom teacher. He will, of course, make use of the advice and information which he can get from others and it will save him a lot of grief; but over the years he will build up a record of films found "tried and true" which he can rely upon and use in the cause of a more vital, realistic program for his students.

### CONTINUING PROBLEMS

Vernon Dameron

(Dr. Dameron is Director of the Division of Audio-Visual Instructional Services and Executive Secretary of the Department of Audio-Visual Instruction of the National Education Association.)

THE contribution of films to education depends essentially upon the effectiveness with which they are used. This, in turn, depends upon intelligent selection of the materials and objective evaluation of the results.

Selection, utilization, and evaluation are not mutually-exclusive, but rather are closely inter-related. Thus, effective utilization depends upon intelligent selection, and both the materials *per se* and the results of their use must be evaluated in terms of this dependency relationship. This three-fold responsibility of the teacher constitutes a difficult problem.

It is generally recognized that the place of audio-visual materials is within the framework of the curriculum as an integral component of instructional materials, and that they are indispensable in the classroom learning environment. Yet, even the general problem as to which type of instructional material—film, book, or radio program, for example—is best adapted for a particular educational purpose remains largely unsolved. The problem of much more practical concern to teachers, however, is that of determining which *available* materials of any particular type are best suited for use in the various units of study of the conventional subject-matter fields.

THERE are many differences in the accessibility of printed and audio-visual materials and in the procedure for evaluating these materials. Three of the most obvious differences are in regard to convenience, time, and expense. In the case of printed materials, the teacher can go

to the library and appraise them with relative ease and at no cost. A variety of printed materials is readily available and easily accessible at all times. Conversely, to evaluate a motion picture the teacher must order the film, wait for its arrival, and pay a rental fee that averages \$1.50 per 10-minute reel. Then he must screen the film. Far too often, the teacher finds that the catalog description was a wholly inadequate basis upon which to make an intelligent decision. However, it is then too late; the film must either be returned unused or shown despite its deficiencies. The latter alternative generally prevails, resulting in a waste of valuable class time. It is little wonder that the initial enthusiasm of many teachers wanes after several such disappointments.

Certainly, it would be impractical and inefficient for all teachers to preview the vast number of films currently available. Teachers do not have time to preview an almost endless number of films and, even if they did, producers could not afford to provide the tremendous number of prints which such procedures would entail. Therefore, teachers are obliged to rely to a considerable extent upon evaluation reports for guidance in selection.

The need for good evaluation is well recognized throughout the education profession. This recognition has prompted many groups of educators in schools, institutions of higher education, and various professional organizations to attempt evaluation. The results generally have been very poor. In fact, to paraphrase the situ-

ation, "everyone recognizes the need for good evaluations, many have tried it, and no one has succeeded."

The main criticisms of evaluation practices are that:

- (a) The evaluations are ordinarily accomplished by a small panel of persons, often of questionable competency to evaluate instructional materials. The panels seldom include a sufficiently representative group of educators, such as subject matter specialists, classroom teachers, educational psychologists, and audio-visual specialists. The materials are evaluated in a vacuum, by the method of "armchair philosophy"—the objectives which the materials are supposed to further are only guesswork. Under such conditions, the evaluation process is too far removed from the classroom situation.
- (b) The evaluation reports often consist only of basic technical data and inadequate content descriptions, and omit consideration of the educational objectives and grade levels for which the materials more-or-less obviously would be especially effective.
- (c) Some evaluation reports are so verbose as to discourage reading by other than those relatively few persons responsible for purchasing films. Even this type of report generally is confined essentially to technical data and content descriptions.

True evaluations consist of (a) technical, quantitative, and qualitative data that is concerned with problems of organization, continu-

ity, and techniques of presentation; and (b) educational data, such as subject matter fields, specific objectives, and the effectiveness with which the material can contribute to the attainment of the objectives. True evaluation of the educational aspects of audio-visual materials probably can be obtained only on the basis of use under actual classroom learning conditions. This type of evaluation would require the use of any one film, for example, by a relatively large number of teachers during the regular course of their work—a number sufficiently large to attain a "common denominator" of significance. True evaluation of the educational aspects of audio-visual materials probably would involve consideration of pupil reactions and actual testing.

A statement in Mr. Kidd's article is specially applicable in this regard: "While we are waiting for a thorough, systematic scheme of evaluation, can we not make a concerted effort through *Social Education*—or better, all journals interested in audio-visual aids—to set up a continuing study of procedure and an adequate means of reporting results?" The answer is an enthusiastic "Yes!" *Social Education* is to be commended for having singled out this vitally important problem for early consideration.

## CURRICULUM REVISION

(Continued from page 102)

and necessarily implies a specific pattern of behavior toward the Negro, but on the other hand, activities can, indeed, be correlated with attitudes with a greater or a lesser degree of probability."

In an effort to discover the answer to the question, "what does the student think?" The Cooperative Study developed its 150-item "Inventory of Social Understanding."<sup>3</sup> This test, refined and revised during the course of the experiment, provided the cooperating colleges with a picture of the social beliefs of groups and individuals in the entering classes of freshmen. Used in this way, the tests were diagnostic instruments. Given again at the end of the course, they became instruments of evaluation.

<sup>3</sup> Reproduced in the book, this, and the somewhat similar "Inventory of Beliefs about Postwar Reconstruction" are to be made available by the Educational Testing Service, 15 Amsterdam Avenue, New York 23, New York.

**A**N INVENTORY of this kind—and we are not defending the validity of these or any other tests—is certainly useful at every age level. It is common sense to approach the task of education for citizenship in this way. But it is more than common sense. It is evidence of the fact that the social sciences are growing up. Apparently more and more of us are no longer willing to administer a dose of American history or geography merely because the curriculum calls for it. Apparently more and more of us are beginning to think that the needs of the individual as a social being should command the major share of our attention. Apparently more and more of us are turning our attention to the whole educational process, even as we rely increasingly upon the specialist for help in the solution of specific problems.

Further experimentation along these lines is desirable. This Report should point the way.

LEWIS PAUL TODD

# Literature and American History

Kenneth V. Lottick

THERE is a growing trend to study history through the medium of non-fictional and fictional literature. Support for this trend has been furnished by a broadening of the base of history as, for example, in the work of Merle Curti, Vernon Louis Parrington, and Ralph H. Gabriel. That a reader demand exists for a literary interpretation of American history is evidenced by the newly organized History Book Clubs, and by many of the recent selections of the other book clubs. Many of the better history textbooks, moreover, now present in their bibliographies and lists of supplementary readings work that at one time would have been classified as English or American literature.

This is not to say that the purposes of history and literature are identical. Many teachers of literature maintain that there is a special literary essence that transcends both the realistic and the imaginary portrayals of culture and life. It will be remembered that Mr. Bernard DeVoto quite recently made himself heard in this controversy.<sup>1</sup> One professor of literature stresses the point that the two departments should be complementary rather than repetitive. However this may be, it is not the intent here to attempt to offer a final answer to this question. Rather, the writer offers, for what it is worth, a review of some of his own experiences with the use of literature in the teaching of American history.

## AN EXPERIMENT

AS AN instructor in history at one of the New York State Teachers Colleges, it was his task to teach prospective teachers and supervisors of public school music a three-hour, one-semester course labeled "American History." At the outset, it was decided that only three major fronts should be established in the attack on the problem. First an attempt would be made to correlate previous experiences in literature with

American history; second, a brief review of a good, short textbook should be undertaken; and, third, books—both fiction and non-fiction—which essayed an evaluation of significant trends or interpretations in American history would be read. It was further decided that these three attacks should be carried on simultaneously, but with the understanding that aid in area three would be provided the class through oral reviews by selected students of about thirty books thought most important for supplementary use.

The large objective of the course was to develop understanding of the great forces and the resulting conflicts in American history. In our efforts to reach this objective the course was divided into four parts: (1) an inspection of the continent itself and a review of the forces that prompted colonization; (2) a review and re-evaluation of the great struggle for political power; (3) a summary of the hopes and fears of the protagonists of the "New Freedom"; and (4) a consideration of the current great threats to our society.

It is certain that many omissions from the list of selected books are as significant as some inclusions.<sup>2</sup> For instance, a case can rightly be made for the closer study of federalism in either the direction chosen by Bassett or that by Beard. Fiske's *Critical Period*, by the same token, deserves evaluation. The "Age of Jackson" has hardly been touched, although the enthusiasm of the "decade of division" sprang fully armed from its ferment.

There may be an over-emphasis on the period of the great duel for power, although the rise of the plutocracy is only suggested. The new feudalism, opposite number to the "New Freedom," is developed in the light of its ideological implications, although the exclusion of Thorstein Veblen, Lincoln Steffens, and Thurman Arnold represents, possibly, the weakness of unsophistication. Here, however, fiction is used to supply the lacking invective. Fast, Dreiser, and Farrell paint with their own broad strokes.

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The author of this experiment with the use of literature in the American history course is an associate professor of education and director of apprenticeship in Willamette University at Salem, Oregon.

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<sup>1</sup> Bernard DeVoto, *The Literary Fallacy* (Boston: Little Brown, 1944), Pp. 175.

<sup>2</sup> See the selected list on page 119.



At the return to war in 1939 the socio-economic apparatus is brought under scrutiny, and the new forces bluntly admitted by Anne Morrow and Friederich Hayek are placed in the scales for weighing. David Lilienthal presented an antidote to the ideology of the right; and the fortunate publication of Eric Sevareid's *Not so Wild a Dream* offered an opportunity to close with a note of properly qualified confidence for the future.

The textbook selected for the course was *Land of the Free*, a one-volume edition of the larger work by Hockett and Schlesinger. This text offered the advantage of being short, gave an excellent outline for the convenience of the student, and treated the period since the Civil War more extensively than some shorter reviews of American history. In addition, each student was given a syllabus and a schedule of the supplementary book reviews, which, it was felt, constituted the heart of the course. The books listed are usually found in the small college library.

Although the author does not contend that he has demonstrated with statistical finalities his thesis that American history can be taught as well by the use of supplementary reading materials as by other methods, he does offer some data on the results of such a program when compared with the conventional teaching method.

#### AN EVALUATION

THIS study covers the results obtained by testing four groups of American history students who took the course between the years 1944 and 1947 at the State Teachers College, Fredonia, New York. In 1944-1945 and 1945-1946 a two-semester course was given, making use of the conventional textbooks, syllabi, reference work, and term papers. The following year, in 1946-1947, the time devoted to American history was reduced to one semester. The administrative reason for this change in the social studies curriculum was to allow a full semester for the study of American Government, which was to be taught by the political science department. Two different groups were taught in 1946-1947, one each semester, both with the "selected-books" method described.

Since the same final examination was used for the shorter "selected-books" course as had been administered to the groups in the original two-semester course, at least one basis of comparison can be submitted for the evaluation of the two sets of results. In order to simplify this com-

parison three scores are presented for each testing, the high, median, and low raw scores from an objective test of one hundred items.

As the same course was repeated in the second semester of the 1946-1947 school year, two sets of scores will be found in the tables for this year. Furthermore, scores for two groups are submitted for the second semesters of the first two years. This has, of course, nothing to do with the comparison suggested except that it provides more data about the control groups, the ones taking the full-year course in the conventional manner.

TABLE I  
RESULTS FROM THE FIRST SEMESTER

	Control Groups (Two-semester course)		Experimental Groups (One-semester course)	
	1944-1945	1945-1946	1946-1947	
			Group A	Group B
High	89	90	85	75
Median	67	67	62	60
Low	42	42	45	41

When the control groups are compared with the experimental, or "selected-books" groups, no outstanding differences appear. Although the high scores of the control group for the first semester are 89 and 90, contrasted with 85 and 75 for the experimental group (see Table I), there is not a large median difference and the average low of the experimental groups is actually higher. Table II, showing the results of the second semester for the original course and the second quarter for the "selected-books" group, does reveal a difference, which may or may not be equated with the fact that the study time for the American history course had been cut in half. On the other hand, it may reasonably be maintained that, since definite variations are observable even between the groups who participated in the first two years of the second semester traditional program, the difference shown between the control and experimental groups in Table II may not be significant. At any

TABLE II  
RESULTS FROM THE SECOND SEMESTER

	Control Groups (Two-semester course)		Experimental Groups (One-semester course)			
	1944-1945		1945-1946		1946-1947	
	Group A	Group B	Group A	Group B	Group A	Group B
High	94	94	86	85	82	71
Median	70	67	74	64	60	50
Low	56	54	55	50	38	39



rate it appears that those taking the abbreviated program did substantially as well as those taking the full-year program. It seems reasonable to assume that the favorable showing made by the classes taking the shorter course came as a result of their contact with the fictional and non-fictional literature which had been added to the American history survey.

Subject to the qualifications mentioned, the author wishes to recommend this intensive supplementary reading method as an important technique in American history teaching. He believes that it may prove as effective in high school as it did in college, and maintains that many of the books in the list he has recommended will prove to be both profitable and stimulating at the secondary school.

#### A SELECTED READING LIST IN AMERICAN HISTORY

- Adams, James Truslow. *Provincial Society*. New York: Macmillan, 1927. Pp. xvii, 374.
- Beer, Thomas. *The Mauve Decade*. New York: Knopf, 1926. Pp. 4, 268.
- Bellamy, Edward. *Looking Backward 2000-1887*. Boston: Ticknow and Co., 1888. Pp. vi, 470.
- Bowers, Claude G. *The Young Jefferson*. Boston, Houghton Mifflin, 1945. Pp. xxx, 544.
- Cole, Arthur Charles. *The Irrepressible Conflict*. New York: The Macmillan Company, 1938. Pp. xv, 486.
- Craven, Avery. *The Coming of the Civil War*. New York: C. Scribner's Sons, 1942. Pp. ix, 491.
- Dodd, William E. *The Cotton Kingdom*. New Haven: Yale University Press, 1919. Pp. x, 161.
- Dreiser, Theodore. *An American Tragedy*. New York: Boni and Liveright, 1925. Pp. 5, 431; 409.
- Farrell, James T. *The Studs Lonigan Trilogy* (containing *Young Lonigan*, *Young Manhood of Studs Lonigan*, and *Judgment Day*) New York: Modern Library, 1938. Pp. 465.
- Fast, Howard. *The American*. New York: Duell, Sloan, and Pearce, 1946. Pp. 6, 337.
- Faulkner, H. U. *The Quest for Social Justice*. New York: The Macmillan Company, 1937. Pp. xvii, 390.
- Greene, Evarts B. *The Revolutionary Generation*. New York: The Macmillan Company, 1943. Pp. xvii, 487.
- Hayek, Friedrich. *The Road to Serfdom*. Chicago: University of Chicago Press, 1944. Pp. xi, 250.
- Lilienthal, David. *TVA, Democracy on the March*. New York: Harper and Brothers, 1944. Pp. xiv, 248.
- Lindbergh, Anne Morrow. *Wave of the Future*. New York: Harcourt, Brace and Company, 1940. Pp. 3, 41.
- Millis, Walter. *The Road to War*. Boston, Houghton Mifflin Company, 1935. Pp. ix, 466.
- Milton, George Fort. *The Eve of Conflict*. Boston: Houghton Mifflin Company, 1934. Pp. xiii, 608.
- Parkman, Francis. *LaSalle and the Discovery of the Great West*. Boston: Little, Brown, 1907. Pp. xxv, 483.
- Phillips, Ulrich Bonnell. *Life and Labor in the Old South*. Boston: Little, Brown, 1929. Pp. xix, 375.
- Priestly, Herbert I. *The Coming of the White Man*. New York: The Macmillan Company, 1930. Pp. xx, 411.
- Rolvaa, Ole Edvart. (The Land Trilogy) *Peder Victorious*, 1931, pp. 350. *Their Father's God*, 1933, pp. 334. *Giants in the Earth*, 1937. Pp. 465. New York: Blue Ribbon Books.
- Schlesinger, Arthur M. *The Rise of the City*. New York: The Macmillan Company, 1933. Pp. xvi, 494.
- Semple, Ellen Churchill. *American History and its Geographic Conditions*. Boston: Houghton Mifflin Company, 1933. Pp. x, 541.
- Sevareid, Eric. *Not So Wild a Dream*. New York: A. A. Knopf, 1946. Pp. 3, 516.
- Sinclair, Upton. *The Jungle*. New York: The Viking Press, 1946. Pp. xi, 343.
- Stephenson, Nathaniel. *Abraham Lincoln and the Union*. New Haven: Yale University Press, 1921. Pp. xiii, 272.
- Stribling, Thomas S. (The Reconstruction Trilogy) *The Unfinished Cathedral*. New York: Doubleday Doran, 1934. Pp. 383. *The Forge*, 1938. Pp. 525. *The Store*, 1938. Pp. 571. New York: Garden City Publishing Company.
- Tarbell, Ida M. *The Nationalizing of Business*. New York: The Macmillan Company, 1936. Pp. xvi, 313.
- Tawney, Richard H. *Religion and the Rise of Capitalism*. New York: Penguin Books, 1947. Pp. 280.
- Turner, Frederick Jackson. *The Significance of the Frontier in American History*. American History Association Annual Report for 1893. Washington: The Association, 1893. Pp. 199-227.
- Winslow, Ola Elizabeth. *Jonathan Edwards*. New York: The Macmillan Company, 1940. Pp. xii, 406.

#### THE 1949 CONVENTION

The National Council for the Social Studies will hold its 1949 convention in Baltimore. November is still some months away, but plans for the convention have already been started. The program chairman urges members of the Council to suggest topics and speakers without delay. Here is your opportunity to give direction and substance to the program. Please send your suggestions *immediately* to

PROFESSOR ERLING M. HUNT  
Teachers College, Columbia University  
New York 27, New York

# Building Better Communities

Stewart B. Hamblen

SCHOOLS can help to raise the living standards of the community through the school curriculum! Such was the conclusion reached as a result of experiments made possible by grants-in-aid to three state universities—Kentucky, Florida, and Vermont—by the Alfred P. Sloan Foundation in 1939. Three phases of economic life—food, clothing, and shelter—were arbitrarily selected for study because they are the three basic economic needs of man.

It soon became apparent that much supplementary teaching material was necessary, and that teachers were inadequately prepared for such a program.

The state universities met this need by producing supplementary materials through special projects in applied economics. Although most of the problems selected for study were national in scope, each region had its own special difficulties and the supplementary materials endeavored to take care of these variants. Approximately one hundred booklets have been published for grades one through twelve. These include material in reading, science, health, social studies, mathematics, home economics, agriculture, and other fields.<sup>1</sup> These booklets demonstrate that, if used effectively, such specially prepared materials can improve living through the school program.

IN 1943 the American Association of Teachers Colleges<sup>2</sup> joined the project. Its function was to develop teachers college curricula that would adequately prepare prospective teachers to carry on such a functional program. Training programs were also developed to meet the needs of teachers already on the job. Needless to say, the task is not finished but the program is well under way.

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Teachers interested in the program briefly outlined in these pages will find it profitable to read at least a few of the booklets listed in the accompanying bibliography. The author of this article is Consultant in Applied Economics for the Committee on Standards and Surveys of the American Association of Colleges for Teacher Education.

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## PROBLEMS IN THE SOCIAL STUDIES

ALTHOUGH the Project in Applied Economics is working with teachers in all the subjects, I shall here direct my attention to teachers of the social studies. Participants are convinced from the evidence so far at hand that there are two fundamental problems in the social studies. First, there is need for a continuous and comprehensive social studies program from the kindergarten through the senior high school. Secondly, there is need for a functional and live program at the secondary school level. It is necessary for elementary and secondary school teachers to know what the total program is and to work together closely, without breaks at any point.

STUDENTS should understand the difference between a "do" democracy and a "talk" democracy. Educators must develop a "know-how" education rather than a "know-about" education. Facts in themselves are of little value; it is what is done about them that counts. The schools must develop a social studies program for all the girls and boys rather than for the relatively few who go to college, although the latter should not be neglected. Everyone needs functional education. If the school is to be a dynamic force in the life of the pupils and the community, its program must:

1. Relate the teaching of the social studies as much as possible to the everyday needs of the child in his society.
2. Create in the life of the child a close tie between the school, home, and community.
3. Provide boys and girls with information about the basic requirements of life—food, clothing, shelter, health, recreation, and vocation.
4. Teach the child to be a wise consumer.
5. Develop the child into a competent economic and social citizen in a democracy.

One aim of the social studies curriculum should be to enable boys and girls to live better

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<sup>1</sup> See the bibliography at the end of this article. For further information write to: Project in Applied Economics, College of Education, University of Florida, Gainesville, Florida.

<sup>2</sup> Recently merged with two other associations to become the American Association of Colleges for Teacher Education.

lives in the most practical sense of the phrase. To this end, the school and the community must work together. The first step is to unify the social studies program. The next step is to establish a close rapport between the school system and the community it serves in order that the community may have a thorough understanding of what modern education can do. The community must be in favor of this kind of education; and, most important of all, it must be willing to participate in carrying it out.

**L**OGICALLY, the next step is to decide where this unified, functional program is to start. If the school and the community are cooperating closely, probably some form of a community council exists. This group, made up of representatives from the faculty, parent groups, and other community organizations, would be the core for planning and action. This council needs a clear picture of community conditions and problems in order to know where to start. Some type of survey would in all likelihood have to be made to reveal, not only actual conditions, but also what people are thinking about in reference to their community.

It is necessary to select certain areas in which to work, for it is impossible to attack all the problems simultaneously. Among the problems deserving attention are all those already mentioned. A selection of one or two will serve as a start.

Later, as the school and the community work out the techniques for such a functional program, other pertinent problems can be attacked. By the time these later problems are attacked, much will be known about conditions in the community. A pinpoint survey of the new problem under consideration will give complete information about present conditions.

With the picture clearly in mind, goals must be established. What kind of facilities does the community want as a result of this school community program? The specifications should be complete and comprehensive. All the resources of the community will be needed for the job, but it has been done and can be done.

The major responsibility for the job of getting from where we are to where we want to be will fall upon the school. This is a job for every teacher and every student. Social studies teachers are indispensable. The change will take place as rapidly as the school curriculum is developed to cause this change. It will take a long time;

years in most cases. The start will be, and should be, small and slow. It should be *steady*. As a school and its community progress and learn how to work together, progress will be faster and faster.

**Y**OU may ask as you read this, "Can schools do this job?" Past experience gives ample evidence that a well-designed school program can make a difference in the level of living of the people. The schools can do a much better job than most of them are doing now. Once schools begin to work on the problem of raising levels of living in the simpler areas, they should develop the skills to improve living in all major areas of life. The students of this nation should, as a result of having gone to our schools, be better able to solve their life problems. They should be able to say, "My school has definitely and specifically made me a more effective citizen, better able to live up to the requirements of this complex and fast-changing world."

#### ANNOTATED BIBLIOGRAPHY

- The Smith Family Series.* Ten readers and a teacher's manual for the primary grades. In this series, *Glen Can Walk and Fun at the Fair* would be particularly useful for social studies in the early grades. Pp. 48 each. 25 cents each.
- Lucky You.* An easy reader for the primary grades, particularly suitable for children who live on a farm. Pp. 23. 25 cents.
- Let's Learn About Goats.* A reader for the intermediate grades. A farm family solves a health problem. Pp. 55. 25 cents.
- Jerry and Tim Grow Strawberries.* A reader for the intermediate grades. A 4-H Club project leads to a study of strawberries at school. Pp. 19. 25 cents.
- The Springville Series.* Six books on community agencies which can help people solve food, shelter, and clothing problems. These community-civics books are written for pupils at the junior-high school level. The titles in the series are: *Sam Buys a Farm*, *Fire! Patches and Plans*, *Trouble on Goose Creek*, *Water! Springville on the March*. Pp. 75 each. 35 cents each.

#### Booklets on Housing

- Busy Betty.* Emphasizes how boys and girls help at home to keep every room clean. Prepared for last half of first grade and second grades. Pp. 24. 25 cents.
- Our Beautiful Yard.* Making the yard attractive and productive through use of native trees and shrubs. Correlates with a study of the community. Activities are designed to encourage boys and girls to plant useful and ornamental trees, grasses, and shrubs in their own yards. Especially helpful in grades three and four. Pp. 64. 35 cents.
- The Builders' Club.* Third book in the Hammer and Saw Series for providing an incentive and guide for construction activities within the school room and at home.



Plans are given for making a cord winder, clothes hanger, reading table, bookcases, tool cabinet, book ends, and clothes rack for the cloakroom. Third grade reading level. Pp. 64. 25 cents.

*Pineville High Meets the Challenge.* A story of the effects of hookworm and ways of treating and preventing the disease. Special emphasis is placed on building sanitary-pit privies, wearing shoes, and eating the proper foods to build up resistance to disease. Sixth grade reading level, with a teacher's guide. Useful also in the junior-high school. Pp. 60. 15 cents.

*Roddy the Rat.* A story of how typhus fever is spread by fleabearing rats and how houses must be rat-proofed to control this disease. The book contains facts about typhus fever, directions for rat-proofing houses, and methods for getting rid of rats. Fifth grade reading level, with a teacher's guide, but useful also in junior high school. Pp. 40. 15 cents.

*Jack's Secret.* A story of the effects of tuberculosis and the discovery and treatment of the disease. The story should help all boys and girls realize the importance of regular chest examinations and the need for prompt action and treatment. Prevention of disease is stressed through proper sanitary living conditions at school and home, regular hours and the right kinds of food to build body resistance, and regular chest x-rays. At sixth grade reading level, but activities make it more adaptable for junior high school use. Teacher's guide. Pp. 68. 15 cents.

#### Booklet on Food

*The Story of Johnny and Mary.* Better food for better living. Prepared for grades five through nine. Useful for parents and community groups in planning an adequate nutrition program. Suggestions and helps are given for securing materials or bulletins for producing the right foods. Examples are given of what some community schools have done. Pp. 40.

#### For Social Studies and English Classes

*Barter for Comfort.* A study of the regions of Florida, with a trip taken to Kentucky. Boys and girls may be stimulated by the book to make home improvements and to secure needed materials by bartering or trading. This booklet may be correlated with the study of the Southern region of the United States. Written at the seventh grade level. Pp. 64. 25 cents.

*Wake Up and Do!* This book is helpful in junior high school studies (eighth-grade level). Housing principles of materials of construction, designs for the growing house, designs for remodeling, home sanitation, furnishings, and cost of housing are presented. Pp. 50. 25 cents.

*Preparing to Serve in Your Rural Community.* This book was prepared to supplement the course in community civics in junior high school. How to conduct a community survey of housing conditions is discussed. Statistical data on housing conditions in the different regions of Florida are presented in the various tables in the book. Pp. 80. 25 cents.

*Improving Our Community's Homes.* For senior high school social studies classes working on a study of community planning and improvement. Pp. 49. 25 cents.

*The Case of the Whispering Class.* Prepared for all junior high school grades to help the student make improvement in his own habits of personal cleanliness and to realize that these simple habits are factors which help to produce happy living. Clues are given for cleanliness in the schoolroom, the school lunch department, playground, after-school jobs, and the home. Pp. 56. 35 cents.

#### Books for School Leaders and for Faculty Study and Planning

*Learn and Live.* A book for teachers and administrators interested in developing a school-community program designed to improve living. A description is given of the Project in Applied Economics of the Universities of Florida, Kentucky, and Vermont and selected colleges of the American Association of Teachers Colleges. One of the 60 Educational Books of 1946 as listed in the *NEA Journal* of May 1947. Pp. 101. \$1.50.

*School-Community Cooperation for Better Living.* A guide for teachers interested in developing school programs to improve living. Complete with principles, techniques, and many suggestions for effective school experiences. Ways of presenting food, housing, and clothing in the regular subjects, sample units and lists of additional supplementary materials are included. A must for every principal and teacher eager to help boys and girls. Pp. 238. 35 cents.

*Education for Improved Community Life.* This book is a Bulletin of the National Association of Secondary School Principals. It emphasizes the importance of instruction in applied economics for all pupils and describes the work of the Projects in Applied Economics. Pp. 90. \$1.00.

#### Films

*And So They Live* and *The Children Must Learn* (New York University Film Library, Washington Square College, New York 3). Either of these two documentary films gives a clear picture of the problem of adapting education to the needs of the community.

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Youth must be given an opportunity to face real challenges in democratic living so that they can find their places and test their worth in actual life situations. By having opportunities to participate with others in vital community activities and to contribute their intelligence to the solution of community problems, youth will again come to respect the worth of individuals, to enjoy the sharing of common interests and concerns, and to believe that the problems of modern life can be solved by the application of intelligence (From *Utilization of Community Resources in the Social Studies*, Ninth Yearbook of the National Council for the Social Studies, 1938, p. 11).

# "Clubs Are In"

Helene Burnson Grouse

**T**HIRTEEN girls unrolled their bedrolls, unpacked their lunches, and unloosed their giggles as they prepared for the usual slumberless "slumber party" in a basement amusement room on Park Avenue in South Minneapolis. In other homes various groups of girls occupied themselves with conducting business meetings, making yarn dolls, silvering bits of plywood for club pins, shaping figurines, cutting favors and placecards, and dancing. One group of young teenagers, wearing pins made of two bells on a ribbon, were going from house to house on a scavenger hunt for items of outgrown clothing. In another street several girls wearing black bows were asking for food to send to Europe—and getting mostly Jello. At the Arena a group of smiling skaters were called together by an attractive young lady and told to take off their skates and come with her to the Hasty Tasty for treats. The eleven eighth-grade girls' clubs of the Ramsey Junior High School were having their regular Friday evening get-togethers!

## HOW THE PROGRAM BEGAN

**T**HE initial stimulus for the clubs had come from Intergroup Education in Cooperating Schools.<sup>1</sup> Teachers, parents, and civic leaders gave the matter much thought before making the first move toward the organization of the clubs. The moving spirit of the group was the principal of Ramsey Junior High School of Minneapolis. He felt that sororities, founded on the principle of "take-your-pick-and-leave-the-rest," a problem in senior high schools, were a catas-

trophe when carried down the junior-high level. He had seen seventh- and eighth-grade girls, left out of groups to which their friends were elected, suffer real heartbreak; and he had known mothers to move their daughters to other schools because the girls could not face their classmates after being passed over by the group they wished to join. However, he felt that sororities grew out of a natural urge of young girls to band together and that, if banished, sororities should be replaced by a new kind of club.

Two fundamentals were laid down as the basis for club organization: (1) The plan must insure a division of leadership so that each club would have some strong members to keep it going, and (2) the girls must be free to choose their own clubs and associates. The principal then called together a group of 18 girls to meet with him at the home of a parent who had been chosen general chairman of the project. Presented with the plan for establishing clubs, the girls expressed a strong feeling about three things: They wanted fun and a minimum of supervision; and they felt that every girl should have a chance to belong to a club she liked.

As a result of this meeting, several principles for democratic clubs were formulated: (1) Every girl who wanted to join a club should be able to do so. (2) There should be a definite program—clubs should be busy. (3) There should be a counselor for each club—preferably a young woman of university age—to provide adequate chaperonage, to insure that a program be followed, and to be a guide and friend to the girls as they worked out their own problems.

At a second meeting the girls decided on such things as the best size for the clubs and the best method of organizing. With plans completed, they elected an executive board of four to tell all the eighth-grade girls about the club idea.

**A**T THIS point, events took an unexpected turn. Rumors spread that sororities were going to organize outside the school and that some of the eighth-graders would want to join.

<sup>1</sup> An experimental project, sponsored by the American Council on Education, 437 West 59th Street, New York.

Many girls were dubious about the plan. Some laughed at the idea. Others were afraid they would be separated from their friends. Clubs had failed before, and they weren't at all sure they would succeed now.

To work up enthusiasm a poster campaign with a colonial motif was organized. Children ran from floor to floor and from one bulletin board to the next to see all the signs. The import of the posters was finally made clear when a large sign, "Ye Olde Meeting House," appeared over the auditorium and "Paul Revere," with lace at his wrists, rode a hobby horse into each classroom to read a proclamation summoning the eighth-grade girls to a meeting. They arrived, whispering and eager, to find all the girls "in the know" wearing Colonial Maid headbands tied on with red, white, and blue ribbons, and the executive committee on the stage looking wise. The committee made its presentation concerning the request for clubs, and explained that twelve girls were to be elected club leaders. All who turned in a ballot were to receive Colonial Maid badges to show that they were helping.

The result was overwhelming. One hundred and eighty-nine out of 204 girls voted for a club leader and left the auditorium wearing a small emblem with tri-colored ribbon and the insignia C. M. (Colonial Maids).

Without a pause they went into the campaign for separate clubs. There was a slight reorganization necessary when some of the leaders chosen asked to be released because their best friends were leading clubs, and they didn't want to be separated. But eleven clubs were soon busy campaigning. Each leader had chosen two assistants and given her club a temporary name. A new rash of posters appeared: "Don't stay in the dark—come out in the light—join the Q.T.'s." "Mademoiselles, don't forget Ze Bow." "Junior Yo-Yo's are the smart choice." "Don't miss—join Missey Maids."

#### ORGANIZING THE CLUBS

ON VOTING day the girls named their first, second, and third choices, with the thought that some would have to be placed in clubs of their second choice. As a check, the club leaders handed in a list of the girls they would like to have in their group. When the lists were compared, however, it was found that in two-thirds of the cases there was a match; the club wanted the girl and the girl wanted the club.

When it developed that no club was chosen by less than eight girls and none by more than

twenty-four, the board decided to give every girl her first choice. (Later, voluntary changes made them more even.) The fact that they could give each girl her first choice delighted the board. Besides being the most democratic possible basis of selection, it had the advantage of giving the sponsors a chance to study clubs of all sizes and to determine which size proved most successful.

It was interesting to see how the groups fell into place. Several of the clubs were tightly-knit groups, all members living within a few blocks of each other, with friendships of long standing. In other clubs members came from every part of the school district and the basis of choice was interests and personalities. Some groups were social, primarily interested in parties. Others were hard working and conscientious. In one interesting group, many of the girls were large of stature; self-conscious because of their size, had gravitated together.

Once organized, the girls plunged into activities. Some clubs planned pins, chose colors, wrote constitutions; others felt that even a democratic club would not be legitimate until all the girls were initiated; still others immediately made plans for a party. For a while all went well; then difficulties appeared. Some overly ambitious girls were letting their clubs bog down into a series of business meetings. The socially minded wanted a party at every meeting with refreshments ever more and more elaborate. A few clubs became completely absorbed in initiation ceremonies. One club gave a party on a school night; another attended a skating party unchaperoned; others were not getting home directly after the meetings. Mothers became disturbed.

#### THE ROLE OF THE PARENTS AND COUNSELORS

WHILE all this activity was going on, the parents had done little more than keep themselves informed. They felt that the clubs were for the girls and that there was no need for the parents to organize. So long as they furnished meeting places and plenty of refreshments, they felt that they had done their part.

But, as the clubs began to run into difficulties, the parents decided that they should assume a more active role. A "parent responsibility list," prepared by the executive board, explained to the mothers the part that they as parents could play in the program. Through discussions the mothers gained an insight into the fundamental philosophy behind the clubs, learned about the activities of the clubs, and

(Continued on page 128)



# Three Decades of Adult Education

John A. Kinneman

WHEN the social history of the first half of the twentieth century is completed, much attention must be given to an analysis of the democratic art of public discussion. Town meetings and forums, symposia and round tables, discussion groups and reviewing stands have emerged from the grass roots and have come to occupy neighborhood houses, parish halls, and spacious auditoriums. They have taken over the national air channels; they have developed and enriched the art of discussion. All this has been done to the end, we may hope, that a citizenry of greater discipline and insight might emerge.

To report for the record, our community forum is about to complete its thirtieth season. It dates from 1919 when Rupert Holloway—then pastor of the Unitarian Church—induced the Board of Trustees of his church to make a modest grant of one hundred dollars for operating a forum. In its initial stages the forum was the result of the indefatigable labors of Mr. Holloway. Also, it received the support of critical and informed citizens who, even in those pioneer days at the conclusion of World War I, saw the necessity for and recognized the implications of adult education. The press, too, played an important part in the development of the local forum. The two daily papers which were published in the community at the time were generous with space. (Years later Mr. Holloway commented that he could not “speak too highly of the part the newspapers played in building up the forum. . . .” Although the local forum was initiated by Mr. Holloway, his departure in 1928

in no way lessened interest in the organization. The church continued its encouragement and successive ministers labored to promote its success.)

## THE BIRTH OF THE FORUM

BLOOMINGTON-NORMAL, the seat of the project under consideration, is a community of twin cities, located in the corn belt in Illinois, with a combined population of approximately forty thousand people. The seat of two colleges, the community has the reputation of giving at least modest support to the arts—musical and graphic—as well as the art of discussion.

The initial grant of one hundred dollars was supplemented during subsequent years by subscriptions from citizens. Funds contributed by these subscribers were enhanced by collections lifted during the course of the meetings. Thus, speakers were paid moderate fees while, for years, the Unitarian Church contributed the use of its auditorium as the meeting place. This combination of subscriptions and collections continued for more than a decade. Then, with the rising costs of programs and no comparable increase in collections, but with the assurance that a genuine demand for a forum existed, it became necessary to charge a nominal admission.

Attendance during the early years “was meagre,” according to Mr. Holloway. However, it was not many years before standing room in the church auditorium, with a seating capacity of 450, was at a premium at many of the meetings. Even during the years of its pioneer development there were occasions when overflow sessions were held in theater buildings where more ample seating accommodations were provided.

Bloomington-Normal, situated on a main-line railroad between Chicago and St. Louis, has had no difficulty procuring speakers. Easily accessible to the University of Illinois and to the intellectual life of Chicago, the forum, even in its pioneer days, had no serious talent problems. As the years passed, some reliance was made upon commercial agencies, especially those which recognized their obligations for the education of adults by offering good speakers at reasonable fees.

“In this article,” the author wrote in a covering letter to the editor, “I have attempted to indicate that the forum is an integral part of any program of adult education, that social studies teachers have a responsibility for such institutional developments, and, above all, to set forth some principles which might serve as a guide to those who are contemplating the organization of a forum of some type.”

Dr. Kinneman is a professor of sociology in Illinois State Normal University at Normal, Illinois.

**D**URING the first two decades of its existence, opinion began to crystallize on the belief that responsibility for the forum should be more widely shared. Finally, in 1939, the Unitarian minister, Rudolph W. Gilbert, did the "spade work" of initiating a program by which each of several organizations in the community assumed responsibility for sponsoring a speaker. Among these are the local chapter of the American Association of University Professors, the local chapter of the American Association of University Women, the local branch of the Federation of Teachers, the Business and professional Women's Club, the Laymen's League of the Unitarian Church, the local Civil Liberties Committee, and the county unit of the League of Women Voters. The Church Council and the Trades and Labor Assembly have functioned similarly but only at varying intervals. The county Medical Society, the Rotary Club, and the local Farm Bureau sponsored speakers on occasion. One of the promising organizations to affiliate recently is the local branch of the National Association for the Advancement of Colored People.

#### FUNCTION AND MACHINERY

**T**HE educational function of our forum is three-fold. Through the presentation of lectures by authorities, together with the question periods which follow, the auditors are provided, as in the case of most forums, with an opportunity to gain factual insight and to garner varied points of view. For a decade there has been carried on the printed programs the declaration that "the Forum is a civic enterprise which makes available to the people of the community, at no profit to any person or organization, competent persons of outstanding reputation who speak on a variety of subjects and from various points of view." From a second angle, the members of participating organizations come to recognize that they have an educational obligation to fulfill to the larger community, and they frequently take pride in the speakers they present and even in the number of season tickets they sell. Finally, the participating organizations develop a larger sense of community responsibility, thereby using the forum board as an additional vehicle of community unity.

The current machinery of the Bloomington-Normal Forum is similar to that commonly employed by other community agencies. The forum board, as it is now constituted, consists of two persons from each participating organization. In addition, to provide wider participation

and responsibility, the association has a limited number of board members chosen from the community at large. The president, who presides at all sessions and who served as head of the local forum during the first seven years of its present organization, is the General Secretary of the Y.M.C.A. A secretary, who served for five years, worked unceasingly on many laborious details and executed many administrative devices which contributed to long-range success.

Except for those times when an overflow audience was housed in a theater or other public auditorium, the local forum was accommodated for a quarter century in the auditorium of the Unitarian Church. During the 1943-1944 season it was necessary to move to larger quarters in the auditorium of the Bloomington High School where accommodations approximate a thousand seats. Our audiences have increased gradually and the treasurer's records on the sale of tickets indicates consistent growth. Although the forum operates with "no profit to any person or organization," the board has been able to accumulate a small reserve to meet adverse conditions which may develop with less successful seasons. Season tickets, offering admission usually to eight or nine numbers, are sold for \$2.50, including federal tax. Student tickets, purchased by students in college or high school, are one dollar.

**T**HIS promising expansion arises from a variety of factors. One of these is the nucleus of persons who have maintained a consistent interest in the work. Many of these are recruited from the ranks of teachers—many teachers having served on the board. Furthermore, substantial support has been derived from the local chapter of the American Association of University Professors. A second emerges from the constant improvement in the quality of annual programs. Another is the increasing responsibility by many persons for the success of the venture. Success and growth breed confidence and develop morale. Finally, those responsible for the progress have avoided sensationalism of all kinds. Instead, through a patient program of educating potential ticket holders, they have diffused the need for a program of adult education of the kind they offer.

With the succeeding years the local forum has increased its expenditures for speakers. While this community endeavor is far from big business, its budget of more than \$2,400 for the 1946-1947 season represents a substantial growth from the initial subsidy for \$100 granted in 1919.

Viewed from another angle, the total cost of speakers has increased from \$935 in 1940-41 to \$1630 in 1946-47.

THOSE responsible for directing the forum's policy have been able to maintain a nice balance in the subjects discussed. Special pleading has been kept at a minimum. Topics have ranged from China and the Far East to Russia and the Near East, from the domestic scene to the international situation, from civil liberty to modern art, from modern poetry to contemporary religion, from the New Deal to forces producing the depression, from problems of contemporary labor to current literature, and from race relations to those of crime.

Accordingly, in a term of years, this forum has presented such poets as Robert Frost, Paul Engle, Countee Cullen, Langston Hughes, and Alfred Noyes, and such graphic artists as Grant Wood and Thomas Hart Benton. Race relations have been reviewed by Carey McWilliams, Allison Davis, William Pickens, and James Weldon Johnson. Crime and delinquency have been scrutinized by Sanford Bates and by Clifford Shaw while the advantages of and the hazards to civil liberty have been reviewed by Francis J. McConnell, John Haynes Holmes, K. M. Landis, and Roger Baldwin. Problems of medical care have been discussed by Louis Berg, Michael Davis, Morris Fishbein, and William C. McCarty. Current literature has been held up for examination by John Van Druten, Joseph Wood Krutch, Edward Weeks, Carl Van Doren, Robert M. Lovett, and Sterling North. At different times Jerome Davis, Anna Louise Strong, Samuel Harper, and Eugene Kayden have presented their seasoned glimpses into the life of contemporary Russia. Through the years editorial insight has been furnished by Oscar Ameringer, Bruce Bliven, Hamilton Holt, William Lygate, Max Lerner, Walter Myer, Felix Morley, Gerhart Seger, and Henry A. Wallace. The academic world has furnished its quota of representatives in Harry Elmer Barnes, E. A. Ross, Max Otto, Gordon Watkins, E. L. Bogart, Eustace Hayden, Kirtley Mather, T. V. Smith, Mortimer Adler, Paul H. Douglas, William D. Spencer, William McGovern, and the University of Chicago Round Table. Wing-Tsit Chan, Upton Close, and Hallett Abend are among those who brought impressions from the Orient. Latin America has been examined by the penetrating observations of Hubert Herring, Isabel de Palencia, Edward Tomlinson, and Samuel Guy Inman. The peace to follow World War II was reviewed, among others, by Anton de

Haas and by Louis Fischer. From the field of religion our platform has recruited Ferdinand Isserman, Louis Mann, Edward S. Ames, Edgar DeWitt Jones, Raymond Bragg, and Sherwood Eddy. Social welfare has introduced us to E. T. Devine, Joel Hunter, and Mary Austin. Clarence Darrow came to shock us; Norman Thomas to convert us; Scott Nearing to make an accurate prediction of details of the great depression of the thirties; Stefansson almost convinced us of the necessity for settling in the Arctics.

#### EVALUATION

THE success of the local institution, if success can be claimed, arises from an avoidance of the costly. Local supporters have not been tempted by the "household names" at a thousand dollars a night or even at half that fee.

Second, there has been avoidance of the columnists and correspondents who have traded on the "first to arrive" or the "last to leave" technique. A speaker's understanding of the theories and practices of Fascism is far more important than having shaken hands with Mussolini! Never have we suffered from the plight of the dowager who was once caricatured as saying to a troubled booking agent, "but last month we paid only half as much for a lecturer who'd been torpedoed twice as often."

Entertainment and illustrated lectures are banned. No aid and comfort has been given to travel talks. Within limits there has been success in gambling with ideas and in selling adult education. An attempt has been made to humanize and even to popularize the informative, instructive, and stimulative. In achieving this goal, only part of which has been attained, there is no substitute for patient adherence to the idea that the public's indifference to education must be opposed by tactful promotion.

THOSE responsible for the determination of policies have not been without problems. Federal taxes did not threaten our existence but they made inroads into our budget. During the era of high federal taxes, attendance mounted and the officers were obliged to find larger and more costly quarters for a meeting place. After some experimentation our ticket holders were confronted with questionnaires to determine the most convenient hour of meeting as well as other matters of operation. As an adaptation to train schedules and therefore to speakers, our meetings are now held on Sunday afternoons. Even though our forum is the product of the cooperation of representative groups in the community,



we recognize the limited interest shown by organized labor and organized agriculture. In this community, as elsewhere, these groups should be recruited into programs of adult education which include more than the exploration of mere vocational interests.

Although an independent and self-supporting existence has been maintained, the forum has shown more than an ordinary capacity to co-operate with the two colleges of the community. This has been done through an occasional joint sponsorship of speakers; by the intermittent presentation of lectures in one of our college auditoriums; also by the sale of a blanket admission for all students and faculty members of one of the community's colleges to programs furnished by the forum.

**T**HE local forum, doubtless like those in other communities, has seen its most flourishing days during the dark hours of contemporary times. The depression of the early thirties

provided a period of rejuvenation and resuscitation after the flush and excitement of early development had worn off. Furthermore, those who urged the abandonment of our local institution during the summer of 1941, because troublesome times seemed to be ahead, could not see that the most flourishing era was ready to dawn.

Crises, however, are not necessary for a successful forum. America will ever be in transition. Insurmountable problems will confront us. People who believe in and practice the democratic way of life will seek solutions. Even though some of our supporters grow tired, we can assume that substantial aid for the solution of our common problems must come from the public platform. Community institutions for the education of adults, such as the one in Bloomington-Normal, have many valued supporters who look with pride upon their records of achievement. When the history of the community forum is written, it is hoped that this paper may constitute one footnote of the documentation.

### CLUBS ARE IN

*(Continued from page 124)*

came to realize the need for a balanced program. New life was injected into the clubs through parent committees that cooperated with the clubs.

The counselors also have been an important factor in the success of the clubs. They meet every two months to exchange ideas and discuss problems. As a result clubs share ideas and the popular activities make the rounds.

Since representatives of the girls' clubs meet in cabinet sessions, and counselors and parent chairmen have their joint meetings, there are many points of contact to keep the clubs from falling into undemocratic patterns. Although a healthy competition exists between clubs, there is an even stronger feeling of cohesion and co-operation.

#### PLANS FOR THE FUTURE

**F**ROM this work with the clubs a number of conclusions have been drawn by consultants from the Intergroup Education in Cooperating Schools Project. They have observed that the students do not choose as leaders and companions in their own groups the same individuals that they might select in a general election for the "most popular" leader. The consultants have also observed that when clubs are organized around leaders chosen in classwide competition,

the clubs tend to be identified with the original leaders, thereby crystallizing leadership opportunities. For this reason the consultants have suggested that in the future a new approach to club organization be tried.

Each girl in future eighth-grade classes will be allowed to list at least three girls with whom she would like to be associated. Teachers and parents will work out club membership patterns on the basis of these choices. Each group will select its own leader. Leadership will grow out of successful personal relationships rather than prestige. In this manner the club program hopes to achieve its original ideal of providing satisfying social relationships for all the girls.

Club sponsors feel that it is important to start the program by explaining to the parents the philosophy and procedure of the clubs. Club units in the future will be of approximately equal size, with membership small enough so that groups will not overflow the homes in which they meet.

From uncertain beginnings the Ramsey Eighth Grade Girls' Club project has begun to assume interesting and important proportions, and has a well-defined place in the social life of the school and the hearts of its one hundred and eighty-nine members.

# Notes and News

## National Council Committees

The personnel of standing committees of the National Council for the Social Studies is given below, together with the year of expiration of the term of office.

### *Academic Freedom*

Arch W. Troelstrup, Stephens College, chairman, 1949  
Anna Appleby, St. Petersburg, Florida, 1949  
Ralph Adams Brown, State Teachers College, Cortland, New York, 1950  
George Engberg, University of Cincinnati, 1950  
J. Richard Wilmeth, Central Washington College of Education, Ellensburg, Washington, 1949  
Ruth West, Minneapolis, Minnesota, 1949  
Ray Lussenhop, Austin High School, Chicago, 1950  
Ruth Wood Gavian, Newton Center, Massachusetts, 1950  
George Reavis, Chicago, Illinois, 1949

### *Audio-Visual Aids*

William H. Hartley, State Teachers College, Towson, Maryland, 1949, chairman  
W. Kenneth Fulkerson, John Marshall High School, Rochester, New York, 1949  
John Hamburg, Edgerton, Wisconsin, 1949  
Harris Harvill, State Teachers College, Troy, Alabama, 1949  
Nelle Lee Jenkinson, Public Schools, St. Louis, 1949  
Kenneth S. Rehage, Laboratory School, University of Chicago, 1949  
Fred Stutz, Cornell University, 1949  
Richard E. Thursfield, University of Rochester, 1949  
Kenneth B. Thurston, University of Indiana, 1949

### *Auditing*

Paul O. Carr, Wilson Teachers College, Washington, D.C., 1949, chairman  
William M. Brewer, Washington, D.C., 1949

### *Budget*

Stanley E. Dimond, Citizenship Education Study, Detroit, Michigan, 1949, chairman  
Burr Phillips, University of Wisconsin, 1949  
Hazel Phillips, Argo Community High School, Argo, Illinois, 1949

### *Civic Education*

William Van Til, University of Illinois, 1949, chairman  
Leo Alilunas, Fredonia State Teachers College, Fredonia, New York, 1949  
Elsie Beck, Citizenship Education Study, Detroit, Michigan, 1949  
Arno Bellack, Horace Mann-Lincoln Institute, Columbia University, 1949  
Howard Cummings, U. S. Office of Education, 1949  
Manson Jennings, Teachers College, Columbia University, 1949  
Stella Kern, Chicago Public Schools, 1949

Marlow Markert, Jennings High School, Jennings, Missouri, 1949  
Julius Opheim, Senior High School, Rochester, Minnesota, 1949  
Helen Weinberg, Lamar Senior High School, Houston, Texas, 1949  
Howard White, Miami University, Oxford, Ohio, 1949

### *Curriculum*

Julian C. Aldrich, New York University, chairman, 1949  
J. W. Baldwin, University of Texas, Austin, Texas, 1949  
Harry Bard, Baltimore, Maryland, 1949  
Helen McCracken Carpenter, State Teachers College, Trenton, New Jersey, 1949  
W. H. Cartwright, Boston University, 1949  
Erma Plaehn, State Teachers College, Cedar Falls, Iowa, 1949  
Theral Herrick, Kalamazoo, Michigan, 1949  
Victor E. Minotti, State Teachers College, Potsdam, New York, 1949  
Ruth Robinson, Cleveland Public Schools, 1949  
Helen Storen, Queen's College, Brooklyn, New York, 1949  
Mary Willcockson, Miami University, Oxford, Ohio, 1949

### *Executive*

W. Francis English, University of Missouri, 1949 (ex-officio)  
Lewis Paul Todd, Editor, *Social Education*, 1949. (ex-officio)  
Mary G. Kelty, Washington, D.C., 1949

### *Finance*

Walter E. Meyer, Washington, D.C., 1949  
Elmer Ellis, University of Missouri, 1950  
Nelle Bowman, Tulsa Public Schools, 1950  
Merrill F. Hartshorn, Executive Secretary, NCSS, Chairman

### *International Relations*

Wallace Taylor, State College for Teachers, Albany, New York, chairman, 1949  
Richard W. Burkhardt, Syracuse University, 1949  
Lucy Cobb, Deming, New Mexico, 1949  
James N. Curtis, Junior College, Kansas City, 1949  
Henrietta Fernitz, Chicago Teachers College, 1949  
Merrill F. Hartshorn, Executive Secretary, NCSS (ex-officio)  
Bryan Heise, Eastern Illinois State Teachers College, 1949  
S. P. McCutchen, New York University, 1949  
Buena Stolberg, Webster Groves High School, Webster Groves, Missouri, 1949

### *Nominations*

Robert H. Reid, Great Neck, New York, chairman, 1949  
Roy A. Price, Syracuse University, 1950  
Howard Cummings, U. S. Office of Education, 1951

### *Publications*

Dorothy McClure, U. S. Office of Education, chairman, 1950

Ryland W. Crary, Columbia University, 1949  
Jack Allen, Peabody College for Teachers, 1951

#### Resolutions

John C. Payne, New York University, 1949, chairman  
Harry D. Berg, Michigan State College, East Lansing, Michigan, 1949  
Robert E. Keohane, University of Chicago, 1949

The personnel of *ad hoc* Committees to work on special National Council problems is given below. These appointments are all for the year 1949.

#### Committee on Membership

Wilbur F. Murra, Educational Policies Commission, NEA  
Dorothy McClure, U. S. Office of Education  
Merrill F. Hartshorn, Executive Secretary, NCSS  
Mary G. Kelty, Washington, D.C.

#### Committee on Election Procedure

Allen Y. King, Cleveland, Ohio, chairman  
Stanley E. Dimond, Citizenship Education Study, Detroit  
John Haefner, University of Iowa  
Merrill F. Hartshorn, Executive Secretary, NCSS  
Paul Seehausen, State Department of Education, Indianapolis, Indiana

#### Committee on Relation of State and Local Councils to NCSS

Harry Bard, Baltimore Public Schools, chairman  
Hazel Phillips, Argo Community High School, Argo, Illinois  
John L. Harr, State Teachers College, Maryville, Missouri  
Ruth M. Johnson, Wisconsin High School, Madison  
Julia Emery, Wichita High School East, Wichita, Kansas  
Shirley Engle, University of Indiana  
Allen Y. King, Cleveland Public Schools  
Roy Price, Syracuse University  
Myrtle Roberts, Woodrow Wilson High School, Dallas, Texas

### National Council Contributing Members

One year ago, the National Council for the Social Studies introduced a new type of Contributing Membership. This new Contributing Membership, at \$10.00 per year, includes a subscription to *Social Education*, a clothbound copy of the Yearbook, plus a copy of each Bulletin, Curriculum Series and pamphlet published by the National Council during the year of membership, and free registration at the Annual Meeting. These Contributing Members make a valuable contribution to our profession and to the National Council through their added financial support. The officers of the National Council take this means to thank these Contributing Members for their help. The list below includes all \$10.00 Contributing Memberships received through January, 1949. Including their most current renewal, the following have held a Con-

tributing Membership for the past six years:

Howard R. Anderson, Elbert W. Burr, Elizabeth B. Carey, Stanley E. Dimond, Elmer Ellis, Marie Geilen, George W. Hodgkins, Erling M. Hunt, Eunice Johns, Mary G. Kelty, A. Y. King, Wilbur F. Murra, Viola E. Peterson, Burr W. Phillips, Helen C. Phillips, Ethel M. Ray, Frank J. Smith, Richard E. Thursfield, Ruth West, C. B. Worthen.

Contributing Members for the past five years: Rexie Bennett, W. Linwood Chase, Meribah Clark, May Lee Denham, Julia Emery, Grace Ewy, R. C. Gillingham, William A. Hamm, Ingeborg Highland, Robert E. Keohane, William B. Thomas, Mary C. Wilson, Fremont P. Wirth, W. E. Young.

Contributing Members for the past four years: Walker Brown, Gail Farber, Mildred Goshow, Lavone A. Hanna, J. B. Kuhler, Rhoda C. McRae, Robena Pringle, Mary H. Rumsey, Alice W. Spieseke, H. C. Thomas, R. H. Porter.

Contributing Members for the past three years: Ralph Adams Brown, W. Lester Carver, W. Kenneth Fulkerson, John T. Greenan, John H. Haefner, Charles B. Kinney, Loretta Klee, H. Korey, Alina M. Lindegren, Dorothy McClure Merideth, Myrtle Roberts, D. G. Schein, Olive Stewart, Lewis Paul Todd, Lawrence Vander, Edgar B. Wesley, J. Richard Wilmeth.

Contributing Members for the past two years: Edwin M. Barton, Raymond R. Brown, Jarvis E. Bush, Martha Caccamo, Helen McCracken Carpenter, Margaret E. Dickson, Adelaide Dodge, Elgin Public Schools, W. Francis English, David R. Estlow, Ethel E. Ewing, Elizabeth A. Huntington, Florence Kasiske, Leonard S. Kenworthy, Robert La Follette, Rev. F. J. McMahon, Dorothy McMurray, Erma B. Plaehn, Edith E. Starratt, Harriet Stull, Elva Tucker, John B. Tucker.

New Contributing Members: Jack Allen, Mamie L. Anderson, Jacob P. Arnetz, Maud N. Austin, Elizabeth Barnes, Dorothy Bash, J. S. Bat, Beckley-Cardy Company, Gussie Braithwaite, Clara H. Carlson, W. H. Cartwright, Sarah A. Connor, E. M. Craft, Ryland W. Crary, Mary Cudahy, Sister M. Cuthbert, Phineas Davis Jr. High School, Dorothy Dehn, F. H. Dew, Vincent M. Donovan, Frank J. Dressler, Jr., Blanche M. Elliott, J. K. Felts, Henrietta Fernitz, Richard T. Flood, Grace Freidinger, Eliza Gamble, Jeannette Garver, Mary Graves, John H. Hamburg, Belle Hansen, Hargreaves Library (Cheney, Washington), Corinne Harper, Caroline E. E. Hartwig, Adolfo Jimenez Hernandez, Garnet Hill, Margaret F. Hill, I. B. Hoffman, Rhoda Hoffman, Ethel Holcomb, Howard University Library (Washington, D.C.), Edith B. Isbell, William D. Isermann, Edna B. Jackson, S. W. Johnson, Kansas State Teachers College Institute of Citizenship, Kansas State Teachers College Library, K. M. Kelly, F. B. Kendrick, Royce H. Knapp, Julia Krenwinkel, Glenn L. Lembke, Harold M. Long, Robert McNeil, Alyce J. McWilliams, Michigan State Normal College Library, James W. Moffitt, Edythe D. Myers, Osterhout Free Library, Hannah Penn Jr. High School, Pestalozzi Froebel Teachers College Library, Gertrude Peter, G. R. Phillips, Professional Library (Knoxville, Tennessee), Professional Library (Palo Alto, California), Ina Roberts, David T. Ross, Emma Marie Ruppel, Modesta Scott, Seton, Hall College Library (Newark, N.J.), Raymond H. Stan, State Teachers College (Indiana, Pa.), State Teachers College (Minot, North Dakota), Charles Stateler, Tappan Intermediate School Social Science Department (Detroit), I. D. Taubeneck, Teachers College Library (Long Beach,



California), UNESCO Library, University of California Library, University of Redlands Library, G. C. Webber, West Sr. High School Social Studies Department (Rockford, Illinois), Edith West, Western Kentucky State Teachers College Library, Gertrude Whipple, Frances D. Wilson, Eloise Wright.

### Middle States Council

The Middle States Council for the Social Studies will hold their annual spring meeting in Garden City, Long Island, New York, on April 29 and 30. On Friday at 3:30 P.M., April 29, the group will leave Garden City for Lake Success, where there will be a guided tour of the United Nations headquarters. Following a cafeteria dinner at the United Nations, there will be an address by a prominent UN official.

Saturday meetings will be held at the Garden City Hotel. The theme for the Saturday morning meetings will be *America's Heritage of Freedom*. There will be three discussion groups as follows: 1. "Teaching the Foundations of Freedom in the Elementary Schools," Elizabeth Carey, New York State Department of Education, chairman; 2. "Teaching an Understanding and Appreciation of American Institutions in the Secondary School," Ira Wilder, Sewanhaka High School, Floral Park, New York, chairman; and 3. "An Appraisal of American Institutions on the College Level," George P. Schmidt, New Jersey State College for Women, chairman.

Professor T. V. Smith, Syracuse University, will address the Saturday luncheon meeting at the Garden City Hotel on "The Real Issue Between Us and Russia." The Saturday afternoon session will feature a talk and a demonstration trial on "civil rights" by Judge Robert V. Bolger of Philadelphia. A panel will be utilized to show ways in which issues involving civil rights may be taught in the classroom.

The Long Island Council for the Social Studies is serving as host and is cooperating in making local arrangements for the meeting. Persons desiring hotel accommodations should write directly to the Garden City Hotel, Garden City, Long Island, New York. Anyone desiring further information about the meeting should write to Paul O. Carr, president of the Middle States Council for the Social Studies, Wilson Teachers College, Washington, D.C.

### Indiana Council

The program of the Spring Conference of the Indiana Council for the Social Studies has been planned around the theme, *Making Better Use of What We Know to be Sound Social Education for Children and Youth*. The meeting will be held at Indiana State Teachers College in Terre Haute on March 19. Speakers on the program include Margaret Lindsey, Indiana State Teachers College; Charles Howell and Donald Berger of Northern Illinois State Teachers College; and W. Francis English, University of Missouri and president of the National Council for the Social Studies.

### About Communism

*What About Communism?*, by Southworth and Southworth, is a 36-page pamphlet which analyzes the effects that Russian Communism, if adopted here, would have upon the bulk of our American population. Teachers may obtain single copies free by writing to the publisher, Iroquois Publishing Company, Syracuse, New York.

### Bill of Rights

*What Is Our Bill of Rights?* is the title of a chart, prepared by Littleton P. Gould, concerning our Bill of Rights. The sequence of graphic representations on this chart should appeal to young people. It brings before students some of the important issues of our day, relating them to our Bill of Rights. Copies of the chart in poster size, suitable for classroom or bulletin board use, may be obtained for 15 cents each (quantity discounts) from Pre-Occupational Training Associates, 141 East 53rd Street, New York 22, New York.

### Laboratory for Group Development

The Report of the Second National Training Laboratory in Group Development held at Bethel, Maine, last summer may now be secured from the Department of Adult Education, NEA. This report describes the Laboratory, and includes a more thorough discussion of some of the major aspects of the Laboratory. The price is \$1.25.

# Pamphlets and Government Publications

Ralph Adams Brown

## Aviation Education

This writer would dislike an assignment to justify the inclusion of aviation education within the framework of the social studies curriculum. Such inclusion, however, seems to be an increasingly common practice. For social studies teachers who are faced with the necessity to teach this area, the following addresses and materials may be of assistance.

The material is available, free of charge, from the Department of Commerce, CAA Office of Aviation Training, A-145, Washington 25, as well as from any of the several regional offices of the CAA.

*A Selected and Annotated Bibliography in Aviation Education for Guidance Counselors.*

*A Selected and Annotated Bibliography on the Social, Political, Economic and International Aspects of Aviation* (December, 1946), Pp. 65.

*A Selected and Annotated Bibliography of Recent Air Age Education Textbooks* (February, 1947), Pp. 55. Also includes recent texts that incorporate some such materials.

*A Selected and Annotated Bibliography on the Professional Aspects of Aviation Education* (February, 1947), Pp. 55. Treats objectives, scope, methods, and curriculum.

*Film Bibliography of Aviation and Related Subjects* (June, 1948), Pp. 147.

*Aeronautical Periodicals* (July, 1948), Pp. 6.

*The Airline Hostess* (November, 1947), Pp. 2.

*Catalogue of Films Distributed by the Civil Aeronautical Administration.*

*List of Publications.*

*Sources of Free and Low Cost Materials.*

*Sources of Information on Model Airplanes, Gliders, and Kites.*

*CAA Approved Mechanic Schools.*

*CAA Approved Ground and Flight Schools.*

*A Survey of Collegiate Courses in Aviation and Related Fields.*

*An Airport Laboratory Plan for Students in Secondary Schools and Colleges.*

*A Guide to the Preparation of a Statewide Program in Aviation Education.*

*How to Organize and Operate a Flying Club.*

*Aviation for Teachers.*

*Orientation in Air-Age Education for Teachers.*

## Military History

Under the general editorship of Kent Roberts Greenfield, the Army's mammoth *United States Army in World War II* is rapidly gaining acceptance as one of the most unusual and valuable historical projects to be initiated in a long time. Louis Morton is in editorial charge of the volumes dealing with the Pacific War, and thus of the recently published *The War in the Pacific: Okinawa: The Last Battle*, by Roy E. Appleman, James M. Burns, Russell A. Gugeler, and John Stevens (Washington: Government Printing Office, \$6.00). The authors were combat historians who took part in the battle and established a liaison with both navy and marine historians and personnel. As a result the fat, 500-page volume represents a combination of historical research with vivid, reportorial writing. It is a happy combination, and, together with the large number of maps and photographs, results in a volume that will be both valuable to future historians and fascinating to the general reader. This is a series that has a place in all school and public libraries.

## The Family

This department mentioned, perhaps two years ago, the excellent materials on various aspects of the family and family problems that were issued by the Family Welfare Association of America, 122 East 22 Street, New York 10. Since that time the following materials have become available:

*Social Case Work in Practice—Six Case Studies*, by Florence Hollis (price not known). Cloth, Pp. 313. The work on these six cases—all different in content and treatment, was done by workers of the Cleveland Associated Charities. This is an extremely valuable volume for those interested in social disorganization, in vocational counseling, or in personnel work.

*Symptoms of Personality Disorder*, by S. Mouchly Small, M. D. Pp. 60. 60 cents.

*Rural Case Work Services*, by Marjorie J. Smith. Pp. 62. 50 cents. Miss Smith's chapter headings will give some idea of the value of this book for the sociologist, teacher of social problems, or counselor: The Meaning of Case

Work Services; Individuals and Families; Children in Their Own Homes; Out of His Own Home; Redetermination of Eligibility; The Case Worker in the Community; and Public Case Work Services.

*Short-Term Therapy in an Authoritative Setting*, by Bertram M. Beck. Pp. 112. \$1.25.

*Professional Growth on the Job; A Guide for the Public Assistance Worker*, by Elizabeth Russell. Pp. 62. 60 cents.

*Developing Insight in Initial Interviews*, by Alice L. Voiland, Martha Lou Gundelach, and Mildred Corner. Pp. 54. 60 cents.

*Transference in Case Work*, by Richard Sterba, M.D., Benjamin H. Lyndon, and Anna Ketz. Pp. 51. 75 cents.

*Report of the Committee on Family and Children's Work*, by Jean L. Gregory and Ralph Ormsby. Pp. 28, 25 cents.

*Adolescence in Wartime*, Pp. 22. 35 cents. A reprint of the following articles: "Precocious Adolescence in Wartime," by Dorothy Ellsworth; "A Delinquent Adolescent," by Margaret Mitchell; and "Consultation Service for Girls with Venereal Infections," by Ruby Little.

*Talks With Beginning Social Workers*, by Mary Overholt Peters. Pp. 14. 25 cents. Includes two parts: Gaining Perspective and Understanding the Client.

*The Social Service Exchange*, by Beatrice R. Simcox. Pp. 17. 30 cents.

*New Emphasis on Cultural Factors*. Pp. 38. 73 cents. This includes the following papers: Margaret Mead, "What is Happening to the American Family"; Hertha Kraus, "The Newcomer's Orientation to the American Community"; Elizabeth W. Clark, "The Challenge of Transplanted People for Casework"; Peter L. Sandi, "The Psychocultural Approach in Social Casework"; John Caswell Smith, Jr., "Understanding the Negro Client"; and Katherine Newkirk Handley, "Social Casework and Intercultural Problems."

### International Conciliation

*International Conciliation* (Carnegie Endowment for International Peace, 405 West 117 Street, New York 27; 75 cents per year; 3 years for \$2.00) is, as has been frequently noted in

this department, an extremely valuable publication for teachers and libraries alike. The last four issues have contained the following materials:

No. 443—September: The United Nations Reviewed, by Sir Charles Webster; A European Point of View on the United Nations, by Jacques Fouques-Duparc; Issues before the Third Session of the General Report of the Secretary-General on the Work of the Organization.

No. 444—October: Peaceful Settlement: A Survey of Studies in the Interim Committee of the United Nations General Assembly, by James Nevins Hyde.

No. 445—November: Three Years of the United Nations—The Future of the United Nations, by John Foster Dulles; The Role of the General Assembly, by Paul-Henri Spaak; Peaceful Settlement of Disputes, by Alexander Parodi; Accomplishments in the Social and Economic Field, by Hector McNeil; The Work of the Trusteeship Council, by Peter Fraser; and The United Nations and the Making of Peace, by Herbert V. Evatt.

No. 446—December: Current Research in International Affairs, A Selected Bibliography of Work in Progress by Private Research Agencies in the United States, United Kingdom, Canada, Australia, South Africa, India, and Pakistan.

*United Nations Studies* (above address, 25 cents each) include the following: *The Budget of the United Nations*. Prepared jointly by the Maxwell Graduate School of Citizenship and Public Affairs of Syracuse University and the Carnegie Endowment. A critical and objective statement of the basic budgetary problems of the United Nations and its affiliated agencies. *Coordination of Economic and Social Activities*. Prepared jointly by Dr. Walter R. Sharp and the Carnegie Endowment. An analysis of key problems in the evolving relationships of the organs and agencies of the United Nations system concerned with economic and social matters. *The United Nations Secretariat*. A study of the policies required to enable the United Nations Secretariat to fulfill effectively its essential role as a major element in international organization.



# Sight and Sound in Social Studies

William H. Hartley

## Film of the Month

*The Great Lakes: Their Link with Ocean Shipping*, 10 minutes, sound, color. Produced by Clifford J. Kamen. Distributed by Henry Grubb, 6060 Sunset Blvd., Hollywood 28, California.

Opening with a continental map on which the Great Lakes are revealed as waterways serving a vast inland area, this film contrasts almost immediately the great volume of inter-lake commerce with the thin trickle of shipping carried on *via* the St. Lawrence between the Atlantic and Great Lakes area. Niagara Falls is the first of the two natural features to be considered as a barrier along this route; and the Niagara isthmus is diagrammed in some detail, even to showing the comparative elevations of the seven locks of the Welland Canal. There are unusually good photographic views of these locks in operation, even though speeding up a twenty-minute lowering operation one hundred times makes it appear a bit ludicrous in the film.

Throughout this sequence the efficiency and adequacy of the improved Welland Canal is emphasized as a means of overcoming the Niagara barrier. This is in sharp contrast to the outmoded and outgrown locks of the six canals through which lake shipping must go in order to get through the passageways among the St. Lawrence islands east of Lake Ontario. Here, at this second barrier to ocean shipping, strong currents and rapids many years ago forced Canadian interests to construct locks. Unlike those on the Welland Canal, these have undergone no enlargement and are still operated by hand or antiquated systems of mechanical power. These conditions prevail, according to the commentary, because the cost of enlargement is excessive, and because the United States is unwilling to bear over half this cost, an apportionment based on comparative use by Canadian and American shippers.

To further point up the waste and inefficiency arising from the unimproved St. Lawrence, another sequence of the film shows the meeting of lake and ocean steamers at Lachine. Here, because big ships can navigate no farther, great amounts of varied goods from all over the world must be handled for trans-shipment at a

great cost in time and labor. Closing scenes of the film show the ocean-going vessels as they pass through the dredged channel beyond Lachine and begin their four hundred mile journey over the ever-widening and deepening St. Lawrence to the sea. These pictures are accompanied by the commentator's plea for enlargement of the St. Lawrence locks to benefit not only American economy but the economy of many nations throughout the world.

No matter how we may evaluate the particular position taken by the commentator on the somewhat controversial subject of the St. Lawrence seaway, this film should prove useful in at least raising the issue with older students. For intermediate and lower secondary-school pupils, this film will help to make clear some of the geographic and mechanical concepts in which children of this age are so interested, and which are essential to their appreciation of both the achievements and problems of waterway transportation today. Generally the film represents an excellent use of the motion picture medium.

Reviewed by Kenneth B. Thurston  
Indiana University

## Wisconsin Films Its Centennial

A million Wisconsin children and adults have seen the first of a series of motion-picture films depicting the state legislature in action, according to Mr. M. C. Palmer of the Wisconsin State Centennial Committee. A Subcommittee on State Government was appointed in October, 1945, by the Planning Committee of the State Centennial Committee. After considerable thought and time was given to the best way in which to place before the Centennial celebration information regarding state government, the committee recommended the making of a moving picture. This immediately met with favor on the part of the Planning Committee, but without funds it was necessary to ask the Emergency Board for assistance. This was readily given, for the Emergency Board realized the immense value to be obtained from such a picture.

This picture was made during the 1947 session of the legislature. It starts with the inception of the idea of a bill, carries it through

the Legislative Reference Library where the bill was drafted, to the Assembly, the Senate, and Committees of both houses. The bill is then presented to the governor who is shown affixing his signature.

The picture, which was given its premiere showing during the opening celebration of the centennial year on January 5, 1948, was a great success. Up to January 1, 1949, the 35-mm. film had been shown in five of the larger theaters and 15 of the neighborhood theaters in the city of Milwaukee, and in at least 46 of the other cities throughout the state.

During the same time the 16-mm. film, which is 29 minutes in length, has been given 518 bookings, with from one to eleven showings for each booking. Over 140,000 school children and adults have enjoyed these showings. It is therefore safe to say that fully a million people in Wisconsin have witnessed the process of making a Wisconsin law.

Because this film proved so satisfactory, plans were made by the Photographic Laboratory and the Bureau of Visual Instruction of the University to film the Wisconsin Centennial on Statehood Day, May 29, 1948, in Madison, and the Centennial Exposition at Wisconsin State Fair Park, Milwaukee, in August. This film is being processed, and it is hoped will be ready for use some time during February, 1949.

## Motion Picture News

The Education Film Library Association (1600 Broadway, New York 19) supplies schools and other organizations with information concerning recent films. Members of E.F.L.A. receive evaluation cards on forty films per month. These evaluations are printed on 3- x 5-inch cards for handy filing. Membership fees in E.F.L.A. range from \$10.00 to \$40.00, depending upon the size of the school film library.

A "Movie Guide of 16-mm. Electrical Films" is free from the National Electrical Manufacturers Association, 155 East 44th Street, New York 17. The films listed in this guide are not exclusively those produced by electrical manufacturers, but include many classroom films and films from related industries.

## Recent 16-mm. Sound Films

Association Films, 347 Madison Avenue, New York

*The Eternal Gem.* 10 minutes, free. The geological origin of the diamond, its legend, nature and symbolic meaning. Traces the history of the diamond.

*The King Who Came to Breakfast.* 17 minutes, color, free. A humorous fantasy about wheat. Highlights of the history of wheat and its influence on the rise and spread of civilization are vividly sketched with the aid of marionettes.

British Information Services, 39 Rockefeller Plaza, New York 20.

*Lowlands of Scotland.* 13 minutes; rental: \$2.50. The historical border country from Glasgow to Edinburgh.

*Midland Journey.* 13 minutes; rental: \$2.50. The industrial towns and pasture lands of England.

*So This Is London.* 13 minutes; rental: \$2.50. The biggest city in the world with its fascinating and historical landmarks.

*Ulster Story.* 13 minutes; rental: \$2.50. A land of small farms, popular resorts, and famous legends.

*The Way to the West.* 13 minutes; rental: \$2.50. The rugged sea coasts of Cornwall and Devon are famous for tales of sea adventure.

*Welsh Magic.* 13 minutes; rental: \$2.50. A land of mountains and valleys, coal mines, and musical voices.

Coronet Films, Coronet Building, Chicago 1.

*Your Family.* 10 minutes; sale: black and white \$45; color \$90. Develops an appreciation and understanding of the family as a social unit and stresses the important role that the individual plays within this unit. Especially suited to primary grades.

*A Pioneer Home.* 10 minutes; sale: black and white \$45; color \$90. The pioneer dwelling, hard work, and simple pleasures of that period are presented in straightforward style.

*Discussion in Democracy.* 10 minutes; sale: black and white \$45; color \$90. Points out the difference between well organized discussion and argument. In this excellent film a typical group of students learn, through expert advice and their own experiences, the importance of discussion in democracy.

*Energy in Our Rivers.* 10 minutes; sale: black and white \$45; color \$90. The story of the great dams and hydroelectric plants and how they serve man.

Encyclopedia Britannica Films Inc., Wilmette, Ill.

*Building a Highway.* 10 minutes; sale: \$45. How skilled workmen, with the aid of giant road-building equipment, construct a modern two-lane highway.

*British Isles.* 10 minutes; sale: \$45. A survey of the British Isles stressing interdependence of Britain and the rest of the world.

*Australia.* 10 minutes; sale: \$45. Overview of the continent, its geography, industry and ties with the British Empire.

*Airport.* 10 minutes; sale: \$45. A comprehensive view of the many activities carried on at a large municipal airport.

*Spanish Children.* 10 minutes; sale: \$45. A visit with a rural family of southern Spain. Emphasizes activities of the children in the family.

*Iberian Peninsula.* 10 minutes; sale: \$45. An over-all survey of Spain and Portugal, a peninsula characterized by a pre-industrial, agricultural economy.

Gateway Productions Inc., 40 Fremont Street, San Francisco 5.

*The Junior Citizen.* 20 minutes; rental: \$3.00. The democratic idea of cooperation shown through classroom activities.

## Filmstrips

In the January issue of *Social Education*, we listed a series of filmstrips on other lands as being available from Audio-Visual Associates. This was an error. The filmstrips on Brazil, China, Canada, Mexico, Russia, Alaska, and other countries, retailing at \$2.50 and \$2.95 each, are distributed by Information Classroom Films, Inc., 1209 Kalamazoo Avenue, Grand Rapids 7, Michigan. These filmstrips are extremely useful, especially on the elementary and senior high school level.

Audio-Visual Associates, Box 243, Bronxville, New York, distributes free, sponsored filmstrips. At the present time they have five filmstrips which are yours for the asking: *Susie Makes a Dress*, *The Sterling Story With Table Settings*, *Food From the Sun*, *Modern Turkey*, and *The Union of South Africa*.

## Color Slides

*Conserving Our Natural Resources* is the title of a series of 10 miniature color slides (2 x 2-inch) produced by the Society for Visual Education, 100 East Ohio Street, Chicago 11. Complete with teacher's manual, these slides show the disastrous effects of carelessness in the use of our resources and illustrate the principles to be followed in wise resource use. The set of slides, with manual, sells for \$5.00.

## Free and Inexpensive Teaching Material

Write to Indiana Department of Commerce and Public Relations, State House, Indianapolis, Indiana, for a copy of the scenic map of Indiana.

The British Travel Association, 475 Fifth Avenue, New York 17, will send you a series of 50 scenic posters, a pictorial wall map of London, and a pictorial wall map of Edinburgh.

A free, full-color map, "The British Isles," showing pictorially the historic and scenic highlights of the islands is being distributed by the British Railways, 9 Rockefeller Plaza, New York 20.

"Audio-Visual Aids for Democracy" is a list of films, records, books, and pamphlets on intercultural education. Copies are free from The Anti-Defamation League, 327 South La Salle Street, Chicago 4.

The Administrative Division, National Industrial Conference Board, 247 Park Avenue, New York 17, will send teachers a weekly chart called

"Road Maps of Industry" explaining recent trends in business.

A series of posters on "The Contribution of Petroleum to Industry, Farm and Home" will be sent free by the Bureau of Education Services, 401 Broadway, New York 13.

## Maps

The latest copy of the Denoyer-Geppert Company (5235 Ravenswood Avenue, Chicago 40) map catalog announces the publication of a new series of social studies wall maps entitled "Our America." Edited by Edgar B. Wesley of the University of Minnesota, this series of 36 full-color maps will be of interest to every teacher of the social studies. The maps clearly present the essential locational facts of importance in the understanding of our country's growth. Each map has a clearly printed time-line for developing the "time-sense." The last twelve maps emphasize the current global situation. Printed on heavy manila paper, bound in a solid charthead mounted on a tripod, the entire series costs \$49.75.

Another series of Denoyer-Geppert maps worthy of special attention is the "Strategic Area Maps." Edited by Norman J. Padleford of the Massachusetts Institute of Technology, these maps are designed especially for the study of contemporary international relations. Each map is 44 x 58 inches in size, printed in black and white with shading and symbols to bring out important points. There are twenty maps in the series and single copies are \$2.00 each. Write for a complete list of the areas covered.

## Teaching Aids About France

New designs in audio-visual teaching aids are seen in some of the curriculum materials circulated by the Franco-American Audio-Visual Distribution Center, 934 Fifth Avenue, New York 21, a nonprofit organization which prepares and distributes materials for American schools.

*The 1949 Catalog of Audio-Visual Teaching Aids* lists a wide variety of aids that have been selected and prepared to meet high standards of accuracy, technical quality, and educational value. Included are about 15 sets of bulletin board exhibits which should be of special interest to classroom teachers. These consist of large photographs mounted for easy pinning to bulletin boards, each with explanatory text. They are attractive, easy to use, and are a source of valuable information. A few of the titles are:



*The French Alps, Paris, French Tapestries, The Tournament in the XV Century, and Country Life in the Middle Ages* (with illustrations from medieval manuscripts).

There are motion pictures on many subjects: art and architecture, crafts, geography, history, literature, science and others. Some of these have English sound track, but most are in French. The films represent the high quality of production in the factual film of France to-day.

The lantern slide sets (2- x 2-inch and 3 1/4- x 4-inch, including kodachrome and black and white) contain material from the Bibliotheque Nationale, the Louvre, art reproductions from famous French artists, pictures of contemporary French authors, and scenes of France today.

The teaching aids listed in the catalog are distributed to schools and colleges on a rental or sale basis. Most of the distribution is through a membership plan, whereby schools and colleges are placed on a circuit to receive a monthly program throughout the school year. Membership is \$5.00 per year to public schools, \$10 to tuition-paying schools and colleges, and there are special arrangements for boards of education. Details are described in the catalog, or may be secured from the F.A.D.C. Schools interested should apply for membership in time for the first choice in the new circuits for 1949-50, soon to be made up. Many lantern slides and bulletin board exhibits, and some films, are still available for the spring semester of 1949.

## Radio Notes

What's worth listening to these days? Are there really some programs worth recommending to students? Try some of the following for worthwhile listening (Eastern Standard Time is given):

### Sunday

- 11:30-12:00 Noon Northwest Reviewing Stand (MBS)  
(Panel discussion of current topics)
- 12:00-12:30 P.M. *Invitation to Learning* (CBS)  
(Discussion of classics of world literature)
- 12:30-1:00 P.M. *People's Platform* (CBS)  
(Debates on current issues)
- 1:00-1:30 P.M. *America United* (NBC)  
(Labor, agriculture, and industry send representatives to discuss mutual problems)
- 1:30-2:00 P.M. *University of Chicago Round Table* (NBC)  
(Discussion of national issues)
- 2:30-3:00 P.M. *Mr. President* (ABC)  
(Dramatic episodes from the lives of our presidents)
- 2:30-3:00 P.M. *You Are There* (CBS)  
(“On the spot” broadcasts of historical events)
- 4:35-5:00 P.M. *Living—1949* (NBC)  
(Documentary presentation of current happenings)

### Monday

- 11:00-11:15 A.M. *The Passing Parade* (MBS)  
(Strange and dramatic true stories)
- 6:15-6:30 P.M. *You and —* (CBS)  
(Interviews with experts in international affairs)
- 8:00-8:30 P.M. *Cavalcade of America* (NBC)  
(Dramatization of famous events in U. S. history)

### Tuesday

- 8:00-8:15 P.M. *Youth Asks the Government* (ABC)  
(Students interview governmental leaders)
- 8:30-9:30 P.M. *America's Town Meeting of the Air* (ABC)  
(Discussion of current problems)
- 10:00-10:30 P.M. *American Forum of the Air* (MBS)  
(National leaders discuss issues of the day)
- 10:30-10:45 P.M. *Let Freedom Ring* (ABC)  
(Stories of American industry)

### Wednesday

- 10:30-11:00 P.M. *Capitol Cloak Room* (CBC)  
(Informal interviews with congressmen)

### Friday

- 10:00-10:30 P.M. *Meet the Press* (MBS)  
(Reporters question national leaders)

### Saturday

- 12:30-1:00 P.M. *Coffee With Congress* (NBC)  
(Interviews with congressmen)
- 6:15-6:30 P.M. *Memo from Lake Success* (CBC)  
(United Nations news)

## Helpful Articles

- Blane, Sam S., “Exploring the Audio in Audio-Visual Education,” *Audio-Visual Guide*, xv:517-8, December 1948. An excellent discussion of the various types of recorders.
- Foster, Albert B., “A Conservation Activity in Milwaukee,” *NEA Journal*, xxxviii:28-29, January 1949. Tells how one class used slides, field trips, radio, television, and other activities in learning more about the conservation of our resources.
- Krohn, Dorothy Gray, “Activity Programs in Crowded Classrooms,” *The Grade Teacher*, lxi:38-39, February 1949. Stresses the need for careful planning, the efficient use of space, and attention to the slow learner.
- List, Edith C., “Newark's Radio Workshop,” *The Journal of Education*, cxxxii:13, January 1949. How Newark, New Jersey, provides school children with an opportunity for training in radio production.
- Reed, Seerley, “U. S. Government Films, 1949,” *Educational Screen*, xxviii:16-19, January 1949. Why the government produces films, how to get them, and the outlook for the coming year.
- Travis, J. Glenn, “Education in the News,” *The Nation's Schools*, xliii:60, 62, February 1949. How a Kansas City radio station broadcasts a weekly program about the doings of educators and happenings in the field of education.
- Vosburgh, Frederick G., “Shrines of Each Patriot's Devotion,” *National Geographic Magazine*, xcvi:57-82, January 1949. Twenty-seven illustrations of famous spots in American history.

# Book Reviews

## PERSONALITY IN NATURE, SOCIETY, AND CULTURE.

Edited by Clyde Kluckhohn and Henry A. Murray. New York: Alfred A. Knopf, Inc., 1948. Pp. xxi, 561, x. \$6.00.

There is a growing interest in coordinating research and theory as they bear on the problems of the interplay of society, culture and the individual. The present source book is made up of a wide range of articles by biologists, psychiatrists, anthropologists, sociologists, psychologists, and others which in one way or another deal with such interrelations. With a few exceptions these papers all appeared elsewhere, but the editors have done a good service in bringing them together. In addition to their own writing, there are 39 contributors in all. One finds, as would be expected, such prominent names as Alexander and Levy from psychiatry, Mead, Benedict, and Hallowell from anthropology, Dollard, Parsons, and Merton from sociology, and Allport and Mowrer from psychology. One misses important papers by Sapir, Sullivan, and W. I. Thomas. But such a book cannot include all that either editors or readers might wish.

The materials are organized in parts and sections as follows: Part One, "A Conception of Personality" was written for this volume by the editors and serves as a useful orientation to the field. Part Two, "The Formation of Personality," consists of seven sections which deal with such determinants of personality as the organic constitution, group-membership, role, and situation, and their inter-correlations. Part Three, "Some Applications to Modern Problems," is a bow to certain practical interests though some of the papers in this section hardly fit the usual category of applied science, but are of high theoretical order.

As is usually the case the quality of such a melange of materials differs and it is impossible in a short review to evaluate each paper on its own merits. While some of them report empirical research, most of them are theoretical and systematic in design. The coverage is good. In view of a disposition in some quarters to over-emphasize the cultural determinants in personality, the recognition of the place of hereditary and constitutional factors is most welcome.

There are two minor questions which may be

noted. What is intended by the first part of the title, *Personality in nature*? Is it not generally accepted that personality is a precipitate resulting from societal and cultural influences as they play upon the organic constitution of the individual? Is personality to be found in "nature," at least in the context in which the term appears in the title?

The other matter has to do with the historical review (pp. xii-xiii) of the field which is now dubbed "culture and personality." The editors overlook the fact that during the 1910's and early 1920's Rivers, the anthropologist, and Bartlett, the psychologist, in England, and Groves, Eliot, Thomas, Folsom, and Ogburn, among American sociologists, had also been discussing the interaction of social-culture factors and the human personality. As a matter of fact interest in this topic has its present roots in a still earlier decade.

KIMBALL YOUNG

Northwestern University

THE GREAT REHEARSAL. By Carl Van Doren. New York: Viking Press, 1948. Pp. xii, 336. \$3.75.

THE FEDERALISTS: A STUDY IN ADMINISTRATIVE HISTORY. By Leonard D. White. New York: Macmillan, 1948. Pp. xii, 538. \$6.00.

Mr. Van Doren's book is a history of the writing and ratification of the Constitution of 1787. Mr. White's book is a history of the administrative theories and problems and the organization of government under the Constitution of 1787. The two books have one thing in common: neither is well rooted in the immediate past of the problems with which they deal. Thus Van Doren writes of the Convention of 1787 as if it were almost totally unrelated to the history of the American Revolution and the Confederation. White's discussion is carried on with only slight reference to the disputes that had been going on since 1776 as to how the day-to-day affairs of the central government should be administered and with too slight an acknowledgement of the functioning bureaucracy that was built up during the Confederation. The experience of this bureaucracy, and even some of its personnel was taken over by the Federalists

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who would have found it difficult to function without doing so.

This rootlessness is the only thing the two books have in common, for one is a work of scholarship and the other is not. Van Doren does not write of the Convention of 1787 in terms of the past that produced it. He accepts Federalist propaganda as historical fact, seemingly unaware that partisan argument is not history, but only historical evidence. One cannot write adequately of the Convention of 1787 if one ignores the fact that its members had been debating the problem of a central government ever since the meeting of the First Continental Congress, and that they had been trying to hold a convention ever since 1780. Furthermore, one cannot ignore what men of the times regarded as the basic issue: that is, whether the central government of the United States should be a federal or a national government. To ignore these things is to fail in scholarship. One example will suffice: Van Doren cites Randolph's opening speech in the convention but omits any discussion of Randolph's chief argument, namely, that the chief danger of the times was the democracy which was expressed in the actions of the governments of the states. Such men did

not use the terms "democratic" and "republican" interchangeably as Van Doren says they did. One needs but turn to the Federalist Papers where Madison argues that the Constitution should be adopted because a republican form of government is better than a democracy to realize this.

Mr. White's work is a serious scholarly effort to solve the problem he has set for himself. His self-imposed limitations mean that there is a detailed account of the various agencies set up, but actually very little of how those agencies functioned and the social and political impact of their actions. Actually he picks up the story near the end, for during the Confederation such problems as that of liquidating accounts between the states and the United States were virtually completed. The new government in a sense started all over again, but most of its work had been done for it before 1789. More research than has yet been done is needed before we can have an adequate idea of the accomplishments of the Confederation government which paved the way for the administration of the Federalists.

MERRILL JENSEN

University of Wisconsin



PRESIDENT ROOSEVELT AND THE COMING OF THE WAR, 1941: A STUDY IN APPEARANCES AND REALITIES. By Charles A. Beard. New Haven: Yale University Press, 1948. Pp. vi, 614. \$5.00.

The vital impulse of this volume appears to be the idea that the public has a right to know. In this instance, supposedly, the right of the public is to know the substance and not merely the shadow of American foreign policy even while it is in the process of formation. Believing that history-as-actuality should have social utility, should be useful and good for something, Beard crowds history-as-record to yield written-history before documents are available. As late as 1946 Beard wrote, "Of course for recent history, a writer may use in part his own experiences and observations and oral statements by his contemporaries which he has heard and remembered or written down."<sup>1</sup> This book, utilizing the utilitarian frame of reference, takes advantage of such materials as well as currently available printed documents and newspaper accounts to place the responsibility for the coming of the war to the United States mainly on the shoulders of President Roosevelt.

To the historian disciplined in the schools of Langlois and Seignobos and Bernheim to picture the past *wie es eigentlich gewesen ist* one must truly earn the right to form a judgment. Judgments in this work are implicit, inferred, and insinuated more freely than earned through definitive examination of complete evidence, since that evidence is largely at Hyde Park or in the archives of the United States Department of State and is yet unavailable. For example: (p. 4) "Whatever secret reservations President Roosevelt and Mr. Wilkie may have cherished." (p. 117) "Was there, after all, as much difference as he had claimed in April," or "It is possible that Mr. Eichelberger . . . was speaking in the name of President Roosevelt." (p. 135) "It is possible, of course, that President Roosevelt entertained a disingenuous view." On page 181 reference is made to "his designs and maneuvers" about which the President "left the journalists and the public guessing." Could the Nazis have been left "guessing" too? May there be a clear distinction between publicity for results of diplomatic negotiation and negotiation in public, between "open covenants" and "covenants openly arrived at"?

<sup>1</sup> *Theory and Practice in Historical Study: A Report of the Committee on Historiography* (Social Science Research Council, New York, 1946), p. 5.

To this reviewer the most serious omission in Beard's prosecution of the case is the failure to include the text of the United States note to the Japanese Government of November 26. It was available. Upon the claim that this note was an ultimatum, Beard largely rests his case that Roosevelt maneuvered the Japanese into firing the first shot. Ample space was found for Senatorial speeches (pp. 44-68), but a footnote citation as to where the text of the note of November 26 may be found was deemed sufficient. Perhaps the note was the last desperate effort to find peaceful solution or "at least more time."

Though there was slight prospect of Japan seeing the note as "a reasonable counter proposal" instead of a refusal to reply to or a rejection of their proposals of November 20, it would seem that the text of the main documentary exhibit should have been exposed in order that the reader might decide whether it was an ultimatum. All in all, it does not appear that this volume enhances or makes real the prestige of Beard as a scientific and objective historian. It seems to have been an effort to supply a case study to illustrate the thesis of the necessity for a restriction of executive authority in the conduct of foreign affairs.

ROBERT LA FOLLETTE

Ball State Teachers College  
Muncie, Indiana

YOU AND THE CONSTITUTION OF THE UNITED STATES. By Paul Witty and Julilly Kohler. Illustrator, Lois Fisher. Chicago: Childrens Press, 1948. Pp. 57. \$1.50.

This most timely little book is written in charming style. It is attractive and stimulating. The title itself carries the challenge while curiosity and increasing interest sweep the reader on to the end. The book consists of three parts, which the authors skillfully weave into a unified story of our Constitution.

Part One consists of the prize-winning essay of Graham Finney, submitted to the Quiz Kids program in 1947. The artist has gone right along with the author with clever and realistic illustrations as he carries his readers through years of progress, thinking of America as a train which began its run with thirteen cars and is now a streamlined train of forty-eight cars.

Part Two contains a brief survey of the writing of the Constitution. The artist has continued her pertinent and graphic illustrations which emphasize the story. The page arrangement of some of the salient facts of the Constitution

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heightens the interest of the reader and adds to the value of the book.

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MAY LEE DENHAM

Louisiana State University  
Baton Rouge, Louisiana

## PROVINCIAL GEOGRAPHICAL ASPECTS BOOKLETS.

G. M. Dallyn, General Editor. Ottawa, Canada: The Canadian Geographical Society, 1948. \$3.25.

There has recently appeared in Canada a series of booklets, nine in all, under the general title of *Provincial Geographical Aspects Booklets*. Each booklet is about one of Canada's nine provinces, and carries the name of a province as its title. The work has been published by the Canadian Geographical Society, and was

designed to meet a need long since recognized for an accurate, unbiased, and fairly complete account of each province. The booklets were written with the needs of students (junior high) and teachers of the social studies in mind; to do this the better a man in touch with the public schools served as educational consultant.

Each small volume follows a general pattern. Briefly, it deals with the historical background of the province, its geography, resources, industries, communication, education, the people, cities and towns. The information provided is not too technical nor too detailed, yet is sufficient to indicate what are the chief characteristics and activities of the different parts of the Dominion. In each booklet, too, there is a map of the province with which it deals. The maps in black and white are well reproduced and carry a surprising amount of information, yet not so much as to become confusing. Illustrations are numerous, clear, and interesting, and they appear to give a typical visual portrayal of each province. In a few instances the pictures might have been better placed so that the picture and the text it was designed to illustrate would have appeared on the same or facing pages.

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To this reviewer it seems that in these booklets teachers of social studies in American schools and their pupils have a useful source of authoritative material about their northern neighbour.

CLIFFORD R. DUNPHY

Provincial Normal College  
Truro, Nova Scotia, Canada

**SURGING CITIES.** By Theodore T. McCrosky, Charles A. Blessing, and J. Ross McKeever. Boston: Greater Boston Development Committee, Inc., 1949. Pp. 287. Cloth \$3.00, (\$2.25 to schools). Paper \$2.25.

This book was designed to interest and instruct secondary school students of metropolitan Boston in the need for and problems involved in city planning. However, its comprehensive treatment is so detailed as to permit its use as a text for the study of city planning in any section of the country. In view of the real and growing need for community planning in urban America, social studies teachers will welcome this addition to the all too small supply of materials on the subject.

The first, and larger, part of the book deals

with city-planning in general. It traces the evolution of city plans from prehistoric to modern times and gives a diagnostic treatment of the growing pains of five American cities. It discusses planning problems in terms of residential areas, business and industrial districts, and the transportation of people and goods. It emphasizes the need for regional planning and describes the planning process, legal frameworks for planning, and the financial problems involved.

The second part deals specifically with the problems of the two million people in greater Boston. The authors mince no words as they describe the difficulties of the present situation. Existing facilities and problems, together with proposals for their solution, are discussed in the same terms as the general treatment in the first part. While Part II will be of particular importance in the Boston area, its wealth of illustrations and detail is such as to make it valuable for study anywhere. A final brief chapter is entitled "The Citizen's Responsibility for the Future."

The book is durably bound and attractively printed. It contains a glossary and a bibliography, most of which relates to the general problem, not particular to Boston. It is admirably illustrated by almost eight hundred striking and appropriate maps and pictures.

*Surgin Cities* provides a good example in publication for metropolitan areas other than Boston and might well be a part of the library in every school where civics or problems of democracy is taught.

WILLIAM H. CARTWRIGHT

Boston University

**YOUTH COMES OF AGE.** By Wellington G. Pierce. New York: McGraw-Hill, 1948. Pp. ix, 400. \$2.60.

**A GIRL GROWS UP.** By Ruth Fedder. Rev. Ed. New York: McGraw-Hill, 1948. Pp. xv, 271. text \$2.20.

These two books are based upon the interests and problems which the authors have found to be of most concern to teenagers in their growth to maturity. *Youth Comes of Age* was written as a result of the author's many years of experience in teaching a course in family life to high school seniors. Its direct and simple approach to the problems confronting youth will recommend it to boys and girls who are eager to understand themselves and the forces making for happy family life. The scope of the book



includes family relationships, boy-girl relationships, preparation for courtship and happy marriage, adjustment to changing conditions, emotional maturity, and family problems. The attractive illustrations and drawings, the personal approach to actual problems faced by young people, the suggestions for activities and discussion at the end of each chapter, the excellent biography, and the list of visual aids make it a very useful textbook. Teachers of senior problems and family life courses, needing a suitable textbook to place in the hands of boys and girls, will find *Youth Comes of Age* the book they have long sought.

*A Girl Grows Up* is equally attractive in format and illustrative drawings. The author has written out of her long experience with girls and her knowledge of the problems which bother them. A revision of a previous book by the same title, it not only brings the material up to date but includes new material on the family, boy-girl relations, leisure time interests and hobbies, and a philosophy of life. Unlike *Youth Comes of Age*, it includes a chapter on vocational adjustment. While *A Girl Grows Up* probably has more value as a reference book than as a textbook, its point of view and sound psychological approach recommends it as the basis for group discussion with girls both in and out of school.

LAVONNE A. HANNA

San Francisco (California) State College

RESOLVING SOCIAL CONFLICTS. By Kurt Lewin.

New York: Harper, 1948. Pp. xviii, 230. \$3.50.

For those teachers of the social sciences who are themselves students of human behavior, few books offer more keen insights into problems of human relationships than this collection of papers by the late Kurt Lewin. In addition, Lewin is able, through a variety of examples and descriptions, to make fundamental principles understandable to the lay reader.

The book is divided into three parts. Part I includes four chapters centered around problems of changing culture. Through his analysis of the national psychology of Germany and America in chapter I, he shows how the difference in social atmospheres of these two countries is a major factor in the development of essentially differing kinds of personalities. In the remaining chapters of this section, he points out in greater detail some of the important problems with which those who are concerned with the chang-

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ing of attitudes and behavior are faced. Chapter IV, a penetrating analysis of the problems of re-education, is especially valuable for social studies teachers who accept as one of their goals the development in the student of more wholesome attitudes through the study of social problems. Lewin demonstrates clearly that information as such is relatively ineffective in getting acceptance of new attitudes. The setting in which and the method by which the new information is imparted, and the beliefs and attitudes of the group to which one belongs, are far more important factors.

In Part Two, four chapters deal with conflicts in face-to-face groups. In his analyses of boys clubs, the marriage relationship, and morale in industrial settings, he spells out the psychological meaning of democracy and its validity as demonstrated through research studies of the way people establish their face-to-face relationship with each other. It is made clear that the way a person looks at a situation is the major determinant of the way he acts in that situation. The "reality" or the "true situation" has no influence on the person if, as is usually the case, his ideas and feelings about it differ from the real situation. He acts in terms of *his own* understanding.

In the final section of the book, five chapters discuss the problems of inter-group conflicts and the importance of belonging to a group. He uses the problems of the Jewish minority group as the vehicle for describing principles which apply equally well to other minority groups, be they minorities of creed or race, or to minorities of age. One can find greater understanding of the problems which children face when one realizes that children, in our culture, are a minority group and exhibit some of the same symptoms of behavior which are found among other minorities.

Throughout the book Lewin states certain principles of behavior, whose meaning and applicability is made increasingly clear as one follows them from the problems of national groups to problems of minority groups and into the personal relationships of marriage and small clubs. The casual reader will be amply rewarded for his time, but greater profit will come to the person who takes the time to reread, to study and to incorporate the ideas into his own understanding of human behavior.

DAVID H. JENKINS

University of Michigan

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